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ABSTRACT

The unit presented in these materials is designed for alternative programs at or about the 4-6 grade level for use by teachers in the Northwest Territories (Canada) and their elementary school students. The unit uses the language development approach with the ultimate aim of giving students an understanding of the concepts related to law enforcement, an empathy for law enforcers, an appreciation and respect for law enforcement, and decision making and problem solving skills. The language development approach has three phases: (1) concept development/language exposure; (2) language practice (to reinforce the language that the student needs to understand, talk, and write about law enforcement), and (3) communicative application (providing students with opportunities to show that they can use the language items studied to assess what they have learned). The Students Notebook contains the unit's nine lessons, which include: "Police Officers Are Law Enforcers Hired for the Protection of People and/or Property"; "Sometimes Police Officers Are Falsely Accused of Making Mistakes"; and "As Citizens We May Sometimes Help with Law Enforcement." The Teacher's Guide includes the following information to assist teachers with the unit: aim, rationale, context, the language development approach; "before teaching this unit"; guidelines for evaluation; unit evaluation checklist; points to consider; rules of brainstorming; arranging for speakers; creating a classroom atmosphere conducive to teaching about this unit; timeline for implementation; and a list of resources for this unit. (DB)

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DEVELOPED BY STEVE BARRS, VALUES EDUCATION CONSULTANT

LOUIS QUILDON, TEACHER HALINA SIMS, TEACHER

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FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. SECTIONS ENTITLED ENGLISH VOCABULARY, ENGLISH SENTENCE PATTERNS, AND LANGUAGE PRACTICE HAVE BEEN ADDED TO THE ORIGINAL VERSION, TO REFLECT THE NEEDS OF THE MAJORITY OF NWT STUDENTS WHO ARE ENGLISH-AS-A-SECOND LANGUAGE LEARNERS. THE SECTION ENTITLED CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE IS AN ADAPTATION OF ONE OF SEVERAL METHODOLOGIES SUGGESTED IN THE ORIGINAL TEACHER'S GUIDE. FOR ESL STUDENTS IT WAS CONSIDERED APPROPPRIATE TO FOCUS ON ONLY ONE METHODOLOGY, INCORPORATING THE NECESSARY LANGUAGE DEVELOPMENT EXERCISES INTO THE METHODOLOGY. LESSON ONE WAS DIVIDED INTO TWO LESSONS. LESSON SEVEN WAS OMITTED ON THE STRONG SUGGESTION OF THE YELLOWKNIFE RCMP AND AN ENTIRE NEW LESSON WAS ADDED AT THE END. THE NUMBERS OF THE LESSONS WERE CHANGED ACCORDINGLY.

REVISION BY:
KATHLEEN E. PURCHASE
RESEARCH WRITER

LANGUAGE DEVELOPMENT COORDINATOR:
CATHY MCGREGOR

ORIGINAL GRAPHICS REPLACED WITH
APPROPRIATE NORTHERN ILLUSTRATIONS BY:
FRANCIS MERCREDI

EDITOR:
BARBARA HALL
PROGRAM SPECIALIST, ALTERNATIVE PROGRAMS

ALTERNATIVE SCHOOL PROGRAMS
DEPARTMENT OF EDUCATION
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1989

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AIM:

1) TO DEVELOP IN STUDENTS:

-AN UNDERSTANDING OF THE CONCEPTS RELATED TO LAW ENFORCEMENT.

-AN EMPATHY FOR LAW ENFORCERS.

-AN APPRECIATION AND RESPECT FOR LAW ENFORCEMENT.

-DECISION MAKING AND PROBLEM SOLVING SKILLS.

2) TO REINFORCE THE LANGUAGE THAT THE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITEABOUT THIS TOPIC

RATIONALE:

MANY STUDENTS HAVE HAD LITTLE FIRST HAND, "GOOD" EXPERIENCE WITH LAW ENFORCERS. THEIR PERCEPTIONS ARE FORMULATED BY MEDIA PORTRAYALS, PARENTAL EXPERIENCE, PEER INFLUENCE AND OCCASIONS WHEN THEY ARE IN TROUBLE WITH THE LAW. THEREFORE, IT IS IMPORTANT FOR STUDENTS TO HAVE FIRST HAND CONTACT WITH A LAW ENFORCER OR LAW ENFORCEMENT AGENCY WITHIN A "SAFE", DEMOCRATIC CLASSROOM SETTING IN WHICH OPEN AND HONEST DIALOGUE TAKES PLACE. IN SUCH AN ATMOSPHERE STUDENTS CAN CONSIDER THE IMPLICATION OF BEING A LAW ENFORCER AND THUS FORMULATE THEIR OWN OPINIONS REGARDING LAW ENFORCERS AND LAW ENFORCEMENT.

IT IS HOPED THAT THE TEACHING OF THIS UNIT WILL ALLOW STUDENTS TO DEVELOP AN APPRECIATION AND RESPECT FOR LAW ENFORCERS AND LAW ENFORCEMENT THUS ENCOURAGING THEM TO ACT AS RESPONSIBLE CITIZENS.

CONTEXT:

THIS UNIT IS DESIGNED FOR ALTERNATIVE PROGRAMS AT A GRADE LEVEL OF APPROXIMATELY GRADE 4-6. IT WOULD BE MOST APPROPRIATELY USED AS A PART OF PERSONAL DEVELOPMENT. IT USES THE LANGUAGE DEVELOPMENT APPROACH. IN ORDER FOR STUDENTS TO UNDERSTAND AND COMMUNICATE ABOUT THE TOPICS THEY ARE STUDYING, THEY MUST HAVE INTERNALIZED THE VOCABULARY AND SENTENCE PATTERNS RELATED TO EACH CONCEPT. SUCCESS WITH THE PROGRAM MAY NOT BE POSSIBLE FOR MANY STUDENTS WITHOUT THIS ATTENTION TO LANGUAGE. THE TEACHER CONDUCTING THIS UNIT MUST MAKE THE FINAL DECISION ABOUT WHICH VOCABULARY AND SENTENCE PATTERNS ARE MOST RELEVANT FOR HIS/HER STUDENTS AND ADJUST EACH LESSON CONTENT APPROPRIATELY USING THE LANGUAGE DEVELOPMENT APPROACH AS SHOWN IN EACH LESSON.

THE LANGUAGE DEVELOPMENT APPROACH

THE LANGUAGE DEVELOPMENT APPROACH IS A SET OF PRINCIPLES ABOUT LANGUAGE TEACHING AND A LESSON FRAMEWORK WHICH COMBINES THE TEACHING OF CONCEPTS WITH THE LANGUAGE STUDENTS REQUIRE TO UNDERSTAND AND TALK/WRITE ABOUT THE CONCEPTS.

THE PRINCIPLES

1. STUDENTS NEED TO HAVE THEIR EXPERIENCES, SKILLS, KNOWLEDGE, AND PARTICULARLY, THE LANGUAGE THEY BRING TO SCHOOL IDENTIFIED AND USED AS THE BASIS FOR THE SCHOOL LANGUAGE PROGRAM.

2. STUDENTS NEED TO LEARN TO ARTICULATE FOR THEMSELVES AND TO COMMUNICATE THEIR THOUGHTS, FEELINGS, NEEDS, OPINIONS, AND INTENTIONS FOR A VARIETY OF PURPOSES IN MANY DIFFERENT COMMUNICATION CONTEXTS. THEY NEED TO BE ABLE TO UNDERSTAND, LEARN FROM AND RESPOND TO THE COMMUNICATION OF OTHERS.

3. ESL/ESD STUDENTS NEED TO SPEND MORE TIME LEARNING TO SPEAK ENGLISH THAN THEY DO LEARNING ABOUT ENGLISH.

4. STUDENTS NEED TO LEARN LANGUAGE, BUT THEY ALSO USE LANGUAGE TO LEARN.

5. STUDENTS NEED TO LEARN LANGUAGE THAT IS MEANINGFUL.

6. STUDENTS NEED TO LEARN TO DEVELOP THEIR THINKING SKILLS AND TO ENGAGE IN MORE ABSTRACT LEVELS OF THOUGHT AS THEY MATURE.

7. STUDENTS NEED TO PARTICIPATE IN LANGUAGE ACTIVITIES THAT INTEGRATE THE LANGUAGE STRANDS OF LISTENING, SPEAKING, READING, AND WRITING.

8. STUDENTS NEED TO LEARN "REAL" LANGUAGE AND HOW TO USE IT IN THE NATURAL SITUATIONS IN WHICH IT IS REQUIRED.

LANGUAGE DEVELOPMENT APPROACH (CONT'D)

LANGUAGE DEVELOPMENT FRAMEWORK
(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)

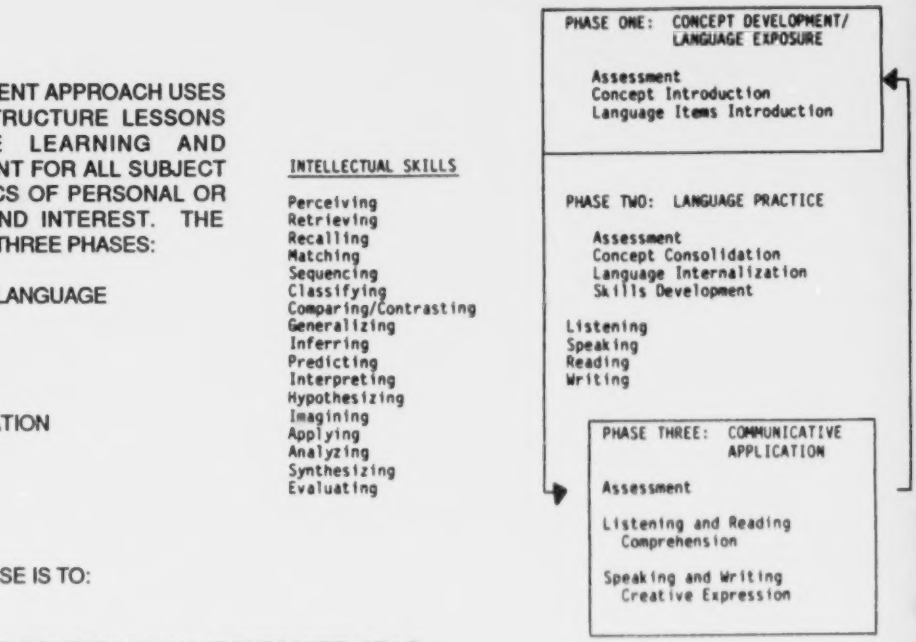
THE FRAMEWORK

THE LANGUAGE DEVELOPMENT APPROACH USES THIS FRAMEWORK TO STRUCTURE LESSONS COMBINING LANGUAGE LEARNING AND CONCEPTUAL DEVELOPMENT FOR ALL SUBJECT AREAS OR FOR ANY TOPICS OF PERSONAL OR CULTURAL RELEVANCE AND INTEREST. THE FRAMEWORK CONSISTS OF THREE PHASES:

1. CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE

2 LANGUAGE PRACTICE

3. COMMUNICATIVE APPLICATION



THE PURPOSE OF EACH PHASE IS TO:

PHASE ONE: CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE (CD/LE)

-TEACH NEW CONCEPTS THROUGH MEANINGFUL DIRECT/INDIRECT EXPERIENCES
-EXPOSE STUDENTS TO LANGUAGE ITEMS USED TO EXPRESS CONCEPTS IN THE APPROPRIATE CONTEXT

PHASE TWO: LANGUAGE PRACTICE (LP)

-REINFORCE LANGUAGE ITEMS SO THAT STUDENTS INTERNALIZE THEM
-DEVELOP LISTENING, SPEAKING, READING AND WRITING SKILLS

PHASE THREE: COMMUNICATIVE APPLICATION (APP)

-PROVIDE OPPORTUNITIES FOR STUDENTS TO SHOW THEY UNDERSTAND THE CONCEPTS AND CAN USE LANGUAGE ITEMS
-ASSESS LEARNING WHICH HAS TAKEN PLACE

DURING EACH PHASE STUDENTS ALSO DEVELOP AND USE THE BASIC THINKING SKILLS.

THE FRAMEWORK IS INTENDED TO BE FLEXIBLE AND SHOULD BE ADAPTED TO EACH TOPIC AND GROUP OF STUDENTS. FOR EXAMPLE, IN THE LESSONS IN THIS UNIT CD/LE AND LP PHASES HAVE BEEN COMBINED.

BEFORE TEACHING THIS UNIT

READ THE TEACHER'S GUIDE AND STUDENT NOTEBOOK THOROUGHLY, MAKING SURE YOU UNDERSTAND THE OBJECTIVES OF EACH LESSON AND THE MANNER IN WHICH THE OBJECTIVES ARE CARRIED OUT, APPLIED AND EVALUATED.

DETERMINE WHETHER THE ACTIVITIES SUGGESTED ARE FEASIBLE FOR YOUR STUDENTS. IF SOME ARE NOT, CREATE ALTERNATE ACTIVITIES MAKING SURE THEY FULFIL THE LESSON OBJECTIVES. MAKE PROVISIONS FOR THE APPLICATION AND EVALUATION OF LEARNED CONCEPTS.

NOTE: *IN MANY CASES THE APPLICATION ACTIVITIES FURTHER TEST LEARNED CONCEPTS.*

SINCE A UNIT ON POLICE IS A FOUR TO SIX WEEK EXPERIENCE, LIMITED RESULTS IN CHANGING STUDENT BEHAVIOUR CAN BE EXPECTED. THEREFORE, YOU SHOULD PLAN ONGOING EXPERIENCES FOR YOUR STUDENTS SO THAT THEY MAY CONTINUALLY PUT INTO PRACTICE LEARNED CONCEPTS BOTH INSIDE AND OUTSIDE YOUR CLASSROOM. (E.G., HAVE STUDENTS ACT AS REFEREES DURING SPORTING EVENTS OR DISCUSS NEWSPAPER ARTICLES REGARDING LAW ENFORCEMENT ON AN ONGOING BASIS). AS WELL, WHEN SITUATIONS OCCUR IN YOUR COMMUNITY IN WHICH LEARNED CONCEPTS ARE NOT BEING APPLIED YOU SHOULD SEIZE THE OPPORTUNITY TO REINFORCE THE POSITIVE ATTITUDES PROMOTED IN THIS UNIT.

IF POSSIBLE, WORK WITH OTHER COP/SPP TEACHERS IN ORDER TO:

- -ACQUIRE MORE INFORMATION ABOUT LAW ENFORCEMENT AND LAW ENFORCERS AND THE RESOURCES AVAILABLE TO YOU THROUGH THE R.C.M.P.
- -ASSESS THE STRENGTHS AND WEAKNESSES OF THE POLICE UNIT AND HOW WELL YOU THINK THE UNIT WILL MEET THE NEEDS OF YOUR STUDENTS.
- -DEVELOP A SHORT TERM AND A LONG RANGE PLAN FOR THE USE OF THE UNIT, ANTICIPATING POSSIBLE AND NEEDED STEPS, RESOURCES, AND EVENTS DESIGNED TO BEST MEET STUDENT NEEDS.
- -SHARE THE RESPONSIBILITY FOR GATHERING RESOURCES (I.E., ORDERING KITS, FILMS, BRINGING IN GUEST SPEAKERS, ETC.)
- -CARRY OUT PLANNED ACTIVITIES. SOMETIMES ONGOING COLLABORATION WITH OTHERS IS NECESSARY IN ORDER TO MAKE ADAPTATIONS WHICH WILL BEST MEET STUDENT NEEDS.

BEFORE TEACHING THIS UNIT (CONT'D)

PREPARE A PRE-TEST TO BE USED PRIOR TO TEACHING THE UNIT TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-NEED FOR THE UNIT (KNOWLEDGE, SKILLS AND ATTITUDES THE STUDENTS ALREADY HAVE)

-PARTICULAR NEEDS OF STUDENTS

-WHAT LANGUAGE ITEMS STUDENTS ALREADY HAVE/NEED RELATED TO THE TOPIC

-ACTIVITIES BEST SUITED TO ACCOMPLISHING THE AIMS AND OBJECTIVES OF THE UNIT BASED ON STUDENTS' NEEDS

-RESOURCES REQUIRED FOR IMPLEMENTING THE UNIT SUCCESSFULLY

PREPARE A POST-TEST TO DETERMINE ONE OR MORE OF THE FOLLOWING:

-WHETHER AIMS AND OBJECTIVES HAVE BEEN MET

-WHETHER STUDENTS' NEEDS HAVE BEEN MET

-WHETHER STUDENTS UNDERSTAND AND CAN USE THE LANGUAGE DEVELOPED

-WHETHER ACTIVITIES SELECTED WERE ADEQUATE

-STUDENTS' FEELINGS REGARDING SUCCESS OF THE UNIT AS IT RELATES TO:
a) ACTIVITIES USED
b) TRANSFERENCE OF LEARNED CONCEPTS

-THE ROLE STUDENTS PLAYED IN THE IMPLEMENTATION OF THE UNIT

-THE ROLE THE TEACHER AND OTHERS PLAYED IN THE IMPLEMENTATION OF THE UNIT

NOTE: *THE LESSONS "BEFORE WE START", AND "AFTER WE FINISH", MAY SERVE AS A PRE-TEST AND POST-TEST FOR STUDENTS ATTITUDES (FEELINGS) TOWARDS POLICE OFFICERS. IN ADDITION, OR INSTEAD OF THE ABOVE, THE POLICE PRE-TEST/POST-TEST, PAGE i-20 AND PAGE x-78 RESPECTIVELY, MIGHT BE USED. THERE IS ALSO AN INITIAL ASSESSMENT ACTIVITY ON PAGES i- 17,18,AND 19.*

WHERE POSSIBLE, PLAN TO HAVE REPRESENTATIVES OF THE R.C.M.P. AS GUEST SPEAKERS.

GUIDELINES FOR EVALUATION

THE FOLLOWING ARE SOME QUESTIONS THAT YOU MIGHT ASK REGARDING THE OBSERVATION OF YOUR STUDENTS FOR THE PURPOSE OF EVALUATION.

1) KNOWLEDGE

IS THE STUDENT DEVELOPING AN UNDERSTANDING OF THE FOLLOWING?

-THE FEELING THAT SHE/HE AND HIS/HER CLASSMATES HAVE FOR POLICE OFFICERS
-THE NEED FOR LAW ENFORCEMENT
-THE DIFFERENCE BETWEEN A LAW MAKER AND LAW ENFORCER
-THAT POLICE OFFICERS ARE LAW ENFORCERS HIRED FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY
-THAT THERE ARE LAW ENFORCERS OTHER THAN POLICE OFFICERS
-THAT SOMETIMES LAW ENFORCERS ARE NOT LIKED AND ARE CALLED UNKIND NAMES
-THE REASONS WHY POLICE OFFICERS ARE SOMETIMES NOT LIKED
-THAT POLICE OFFICERS LIKE ALL PEOPLE, SOMETIMES MAKE MISTAKES
-THAT IT IS IMPORTANT FOR CITIZENS TO BE CONCERNED WHEN A POLICE OFFICER MAKES A MISTAKE
-THAT SOMETIMES POLICE OFFICERS ARE FALSELY ACCUSED OF MAKING MISTAKES
-THAT SOMETIMES THE BEHAVIOUR OF ONE OR TWO POLICE OFFICERS HURTS THE REPUTATION OF OTHERS
-THAT AS CITIZENS, WE MAY SOMETIMES HELP WITH LAW ENFORCEMENT
-THAT BEFORE THE RCMP CAME INTO THE COMMUNITY, ALL GROUPS OF PEOPLE MADE AND ENFORCED THEIR OWN LAWS

2) LANGUAGE SKILLS

IS THE STUDENT:

-DEVELOPING AN UNDERSTANDING OF THE LANGUAGE USED IN THIS UNIT?

-USING THE LANGUAGE?

3) PROBLEM SOLVING

IS THE STUDENT ABLE TO:

-COMPREHEND THE NATURE OF THE PROBLEM?

-ASK QUESTIONS THAT GUIDE FURTHER INVESTIGATION?

-GENERATE A RANGE OF REASONABLE ALTERNATIVES TO SOLVE THE PROBLEM?

-DETERMINE WHICH ALTERNATIVE IS THE BEST FOR SOLVING THE PROBLEM BASED ON THE AVAILABLE INFORMATION?

-TEST THE VALIDITY OF THE ALTERNATIVE IN RELATIONSHIP TO:
  -ANSWERING THE ORIGINAL QUESTION WHICH IDENTIFIED THE PROBLEM?
  -IMPLEMENTING THE ALTERNATIVE SUCCESSFULLY?

GUIDELINES FOR EVALUATION (CONT'D)

4) SOCIAL SKILLS

IS THE STUDENT DEVELOPING CONFIDENCE AND A FEELING OF SELF-WORTH?

-IS HE/SHE ABLE TO ADAPT TO NEW SITUATIONS?

-IS HE/SHE WILLING TO TAKE RISKS, TO TRY NEW THINGS?

-DOES HE/SHE SHOW AN INTEREST IN LEARNING?

-DOES HE/SHE SHOW SATISFACTION WITH LEARNING?

-DOES HE/SHE SHOW AWARENESS OF/AND ACCEPTANCE OF HIS/HER OWN STRENGTHS AND WEAKNESSESS?

-HOW DOES HE/SHE RESPOND TO LIMITS AND RULES?

-HOW DOES HE/SHE RESPOND TO PRESSURES FROM PEERS?

DOES THE STUDENT WORK WELL INDEPENDENTLY?

-HOW WOULD YOU DESCRIBE HER/HIS WORKING STYLE?
E.G., THOROUGH, SUPERFICIAL, QUICK, SLOW, INDUSTRIOUS, RESPONSIBLE, DILIGENT,...?

-HOW LONG DOES SHE/HE WORK AT A TASK?

-IS SHE/HE ABLE TO CHANGE EASILY FROM ONE TASK TO ANOTHER?

-ARE PLANS MADE, STARTED, LEFT UNFINISHED, CHANGED, COMPLETED?

-HOW ARE PLANS DESCRIBED?

DOES THE STUDENT MAKE REASONABLE AND APPROPRIATE DECISIONS?

-IS SHE/HE ABLE TO MAKE CHOICES/DECISIONS WHICH ARE REASONABLE AND/OR MORAL (I.E. REFLECT RESPECT FOR SELF AND OTHERS)?

-HOW MUCH ASSISTANCE IS REQUIRED?

-CAN SHE/HE STATE REASONS FOR CHOICES OR DECISIONS?

-CAN SHE/HE EXPLAIN HER/HIS ATTEMPTS TO MAKE DECISIONS?

-HOW DOES SHE/HE DESCRIBE, EVALUATE, AND SHARE HER/HIS DECISION-MAKING "PROCEDURES" OR HER/HIS DECISIONS?

-DOES SHE/HE ASSUME RESPONSIBLILTY FOR HER/HIS DECISIONS?

-HOW DOES SHE/HE REACT TO CONFLICT?
E.G.,WITHDRAWS, HAS A TANTRUM, BECOMES AGGRESSIVE, REMAINS PASSIVE,...?

-DOES SHE/HE QUARREL WITH ACTIONS AND WORDS -TEASE, DESTROY, TATTLE,...?

-HOW DOES SHE/HE "DEAL WITH " PROBLEMS?"
E.G., BECOMES FRUSTRATED, PERSEVERES, SEEKS HELP,...?

GUIDELINES FOR EVALUATION (CONT'D)

4) SOCIAL SKILLS (CONT'D)

DOES THE STUDENT RESPECT THE RIGHTS, FEELINGS AND PROPERTY OF OTHERS?

-HOW WELL DOES HE/SHE SHARE WITH OTHERS?
E.G., SHARES WITH DIFFICULTY, WITH ASSISTANCE, WILLINGLY,....?

-IS HE/SHE BECOMING TOLERANT OF OTHERS?

-DOES HE/SHE ACCEPT INDIVIDUAL DIFFERENCES?

-IS HE/SHE DEVELOPING A SENSE OF FAIRNESS OR JUSTICE?

-IS HE/SHE BEGINNING TO DEVELOP A CONCERN FOR "SOCIAL REFORM"?
E.G., PROBLEMS OF DISABLED.

DOES THE STUDENT WORK WELL WITH OTHERS?

-DOES SHE/HE PREFER TO BE ALONE? WITH AN ADULT? WITH A PEER? WITH A SMALL/LARGE GROUP?

-DOES SHE/HE PREFER TO WORK INDEPENDENTLY? WITH A SMALL/LARGE GROUP?

-DOES SHE/HE SHOW LEADERSHIP ABILITY WITHIN A GROUP? DOES SHE/HE PREFER TO FOLLOW? DOES SHE/HE PREFER TO WATCH?

-DOES SHE/HE TAKE RESPONSIBILITY FOR GROUP ACTIVITIES?

-IS SHE/HE ABLE TO PLAN WITH A GROUP?

-HOW DOES A GROUP AFFECT HER/HIS PARTICIPATION?

-HOW DOES SHE/HE "DEAL WITH" GROUP PROBLEMS?

5) AFFECT

IS THE STUDENT DEVELOPING THE FOLLOWING:

-RESPECT FOR HIS/HER OWN POSITION AND THE POSITIONS OF OTHERS, WHILE NOT NECESSARILY AGREEING WITH THE POSITIONS OF OTHERS
-SKILL IN MAKING DECISIONS CONCERNING THE NEED FOR LAW ENFORCEMENT
-AN APPRECIATION FOR THE ROLE POLICE OFFICERS PLAY IN ENFORCING LAWS
-AN AWARENESS OF THE POSITION A POLICE OFFICER SOMETIMES FINDS HIMSELF/HERSELF IN BASED UPON THE FEELINGS OF OTHERS
-EMPATHY FOR POLICE OFFIERS AND CITIZENS WHO ARE AFFECTED BY THE POLICE OFFICERS' ATTEMPTS TO ENFORCE THE LAW
-A POSITIVE ATTITUDE TOWARDS LAW ENFORCEMENT
-AN APPRECIATION FOR THE DIFFICULT NATURE OF ENFORCING LAWS
-DECISION-MAKING SKILLS WHICH WILL HELP HIM/HER TO EVALUATE EACH SITUATION AND NOT MAKE BROAD GENERALIZATIONS BASED ON SPECIFIC SITUATIONS WHICH INVOLVE POLICE OFFICERS AND LAW ENFORCEMENT
-AN APPRECIATION FOR ACTION WHICH IS FAIR TO BOTH THE OFFENDER AND THE LAW ENFORCER
-A POSITIVE ATTITUDE TOWARDS POLICE OFFICERS IN THE ENFORCEMENT OF THE LAW

UNIT EVALUATION CHECKLIST

REMOVE THIS CHECKLIST FROM THE TEACHER'S GUIDE AND USE IT TO PREPARE A THERMOFAX DITTO. RUN OFF A CLASS SET.

USE ONE SHEET FOR THE CLASS AS A WHOLE AND ONE SHEET FOR EACH STUDENT. ARRANGE THESE IN ALPHABETICAL ORDER OR BY SEATING PLAN.

AS THE UNIT PROGRESSES A PROFILE SHOULD EMERGE OF STRENGTHS AND WEAKNESSES OF BOTH THE CLASS AND INDIVIDUAL MEMBERS. THIS SHOULD ASSIST IN PLANNING REINFORCEMENT ACTIIVITIES OR IMPLEMENTING LATER LESSONS.

MARK ACCORDINGLY: EFFORT - 1=VERY GOOD, 2= GOOD, 3= NEEDS IMPROVEMENT

ACHIEVEMENT- 1=VERY GOOD, 2= GOOD, 3= NEEDS IMPROVEMENT

UNIT EVALUATION CHECKLIST FOR:				
LESSON	**MAIN CONCEPT**	**OBJECTIVES**	**EFFORT**	**ACHIEVE-MENT**
PRE-TEST	THINKING ABOUT POLICE OFFICERS	-IS ABLE TO DISTINGUISH OWN FEELINGS CONCERNING POLICE OFFICERS FROM THOSE OF CLASSMATES		
		-IS BEGINNING TO DEVELOP RESPECT FOR OWN POSITION AND POSITIONS OF OTHERS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
1	THERE IS A DIFFERENCE BETWEEN A LAW MAKER AND A LAW ENFORCER	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO DEFINE "LAW MAKER" AND "LAW ENFORCER"		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
2	LAW ENFORCEMENT IS NECESSARY	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS DEVELOPING DECISION-MAKING SKILLS IN DETERMINING THE NEED FOR LAW ENFORCEMENT		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
3	POLICE OFFICERS ARE LAW ENFORCERS HIRED FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO IDENTIFY VARIOUS KINDS OF LAW ENFORCERS AND THE TYPE OF LAWS THEY ENFORCE		
		-IS ABLE TO BRAINSTORM AND EVALUATE THE CONSEQUENCES OF HAVING NO LAW ENFORCERS		
		-IS DEVELOPING AN APPRECIATION FOR THE ROLE POLICE OFFICERS PLAY IN ENFORCING LAWS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
4	SOMETIMES LAW ENFORCERS ARE NOT LIKED AND ARE CALLED UNKIND NAMES	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO UNDERSTAND THE REASONS POLICE OFFICERS ARE SOMETIMES NOT LIKED		
		-IS ABLE TO EMPATHIZE WITH POLICE OFFICER'S POSITION		
		-IS ABLE TO BRAINSTORM SUGGESTIONS FOR POLICE OFFICERS TO IMPROVE THEIR IMAGE		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

UNIT EVALUATION CHECKLIST: (CONT'D)				
LESSON	**MAIN CONCEPT**	**OBJECTIVES**	**EFFORT**	**ACHIEVE-MENT**
5	POLICE OFFICERS ARE NOT PERFECT, SOMETIMES THEY MAKE MISTAKES	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-UNDERSTANDS THE IMPORTANCE OF BEING CONCERNED WHEN POLICE OFFICERS MAKE MISTAKES		
		-IS DEVELOPING EMPATHY FOR POLICE OFFICERS AND CITIZENS WHO ARE AFFECTED BY THE POLICE OFFICER'S ATTEMPT TO ENFORCE THE LAW		
		-IS DEVELOPING A POSITIVE ATTITUDE TOWARDS LAW ENFORCEMENT		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
6	SOMETIMES POLICE OFFICERS ARE FALSELY ACCUSED OF MAKING MISTAKES	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO EMPATHIZE WITH A POLICE OFFICER WHO HAS BEEN WRONGLY ACCUSED		
		-IS DEVELOPING AN APPRECIATION FOR THE DIFFICULT NATURE OF ENFORCING LAWS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
7	SOMETIMES THE BEHAVIOUR OF ONE OR TWO POLICE OFFICERS HURTS THE REPUTATION OF OTHERS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO DECIDE RESPONSIBLE ACTION WHICH INDIVIDUALS SHOULD TAKE WHEN FACED WITH INAPPROPRIATE POLICE BEHAVIOUR		
		-IS ABLE TO EMPATHIZE WITH POLICE AS A GROUP WHEN ONE OR TWO POLICE OFFICERS ARE GUILTY OF WRONG DOING		
		-IS DEVELOPING DECISION-MAKING SKILLS IN ORDER TO EVALUATE EACH LAW ENFORCEMENT SITUATION IN A FAIR MANNER		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
8	AS CITIZENS, WE MAY SOMETIMES HELP WITH LAW ENFORCEMENT	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-IS ABLE TO MAKE DECISIONS CONCERNING POSITIVE CITIZEN ACTION		
		-IS DEVELOPING A POSITIVE ATTITUDE TOWARDS ASSISTING WHEN POSSIBLE IN THE ENFORCEMENT OF LAW		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
9	BEFORE THE RCMP CAME INTO THE COMMUNITY, ALL GROUPS OF PEOPLE MADE AND ENFORCED THEIR OWN LAWS	-UNDERSTANDS THE MAIN CONCEPT OF LESSON		
		-UNDERSTANDS THAT LAWS WERE NECESSARY IN THE PAST, AS THEY ARE TODAY		
		-UNDERSTANDS WHEN AND WHY THE RCMP CAME		
		-UNDERSTANDS HOW THE TRADITIONAL WAY COMMUNITIES AND/OR GROUPS OF PEOPLE MADE AND ENFORCED LAWS HAS CHANGED SINCE THE RCMP CAME		
		UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		
POST-TEST	THINKING ABOUT POLICE OFFICERS	-IS AWARE OF OWN FEELINGS AND THOSE OF CLASSMATES CONCERNING POLICE OFFICERS		
		-IS AWARE OF HOW SUCCESSFUL THE UNIT HAS BEEN FOR THOSE INVOLVED		
		-IS DEVELOPING RESPECT FOR OWN POSITION AND POSITIONS OF OTHERS		
		-UNDERSTANDS/USES THE LANGUAGE FOR THIS LESSON		

POINTS TO CONSIDER

BRAINSTORMING

BRAINSTORMING IS USED FREQUENTLY THROUGHOUT THIS UNIT. CONSEQUENTLY, STUDENTS SHOULD LEARN BRAINSTORMING TECHNIQUES BEFORE STARTING THE UNIT. RULES OF BRAINSTORMING, PAGE 12, MIGHT BE DUPLICATED FOR EACH STUDENT. AS WELL, THE FOLLOWING PRELIMINARY ACTIVITIES MIGHT ENHANCE STUDENT USAGE OF BRAINSTORMING TECHNIQUES BOTH IN WHOLE CLASS AND SMALL GROUP ACTIVITIES.

1) SET THE STAGE

HAVE EACH STUDENT INDIVIDUALLY LIST AS MANY GIRLS' NAMES AS POSSIBLE. THEN COUNT THE TOTAL NUMBER LISTED BY EACH STUDENT. THIS IS INTENDED TO DEMONSTRATE THE EFFECTIVENESS OF BRAINSTORMING IN GENERATING A LARGE NUMBER OF RESPONSES.

2) BRAINSTORM

TEACH THE RULES OF BRAINSTORMING TO THE WHOLE CLASS. CONDUCT A FIVE MINUTE BRAINSTORMING SESSION TO LIST AS MANY BOYS' NAMES AS POSSIBLE. IT MAY BE USEFUL TO USE MORE THAN ONE RECORDER. COUNT THE NUMBER OF NAMES. COMPARE WITH THE LIST OF GIRLS' NAMES GENERATED BY INDIVIDUALS.

3) PRACTICE

GIVE STUDENTS THE FOLLOWING SMALL GROUP BRAINSTORMING EXERCISE. HAVE THEM LIST AS MANY MUSICAL GROUPS AND PERFORMERS AS POSSIBLE WITHIN A SPECIFIED TIME PERIOD. EMPHASIZE THE NON-EVALUATIVE NATURE OF THE ACTIVITY.

4) EVALUATE IDEAS

GIVE THE STUDENTS PRACTICE USING THE RESULTS OF THE ABOVE BRAINSTORMING SESSION TO:

a) CHOOSE THE THREE BEST GROUPS AND/OR MUSICIANS.
b) CHOOSE THREE WHICH YOUR MOTHER (FATHER) WOULD LIKE.
c) CLASSIFY THE LIST UNDER HEADINGS: CANADIAN, AMERICAN, BRITISH AND OTHERS.
d) RANK ORDER THE CANADIAN GROUPS/PERFORMERS FROM BEST TO WORST.

RULES OF BRAINSTORMING

1) THERE SHOULD BE NO EVALUATION OF IDEAS UNTIL AFTER THE BRAINSTORMING SESSION.

2. QUANTITY IS MORE IMPORTANT THAN QUALITY. LIST AS MANY IDEAS AS POSSIBLE IN A GIVEN LENGTH OF TIME.

3. EXPAND ON THE IDEAS OF OTHERS. IF SOMEONE ELSE'S IDEA PROMPTS ANOTHER IN YOUR MIND, SHARE IT.

4. ZANY IDEAS ARE WELCOME. THEY ENCOURAGE CREATIVITY.

5. RECORD ALL IDEAS.

ARRANGING FOR SPEAKERS

WHEN ARRANGING FOR SPEAKERS, KEEP THE FOLLOWING IN MIND:

-ARRANGEMENTS SHOULD BE MADE AT LEAST THREE WEEKS IN ADVANCE AND CONFIRMED WITH THE RESOURCE PERSON A FEW DAYS BEFORE THE DATE, EVEN THAT DAY.

-THE TEACHER SHOULD CAREFULLY THINK THROUGH THE CONTRIBUTION THE SPEAKER IS TO MAKE. WILL THIS BE AN INTRODUCTION TO A TOPIC, OR A REVIEW?

-THE RESOURCE PERSON SHOULD BE AWARE OF THE TEACHER'S SPECIFIC EXPECTATIONS. LET THE RESOURCE PERSON SEE THE TEACHER'S GUIDE AND STUDENT NOTEBOOK IF HE/SHE DESIRES.

-THE SPEAKER SHOULD ALSO KNOW THE TIME AVAILABLE, THE NUMBER, AGE AND LEVEL OF THE STUDENTS, AND WHAT THE CLASS WILL HAVE COVERED BY THE DATE OF THE ENGAGEMENT.

-THE SUCCESS OF A PRESENTATION CAN BE IMPROVED IF THE SPEAKER IS GIVEN SUGGESTIONS FOR THE TYPE OF PRESENTATION, OR GIVEN MATERIAL PREPARED BY THE TEACHER.

-THE SPEAKER SHOULD BE AWARE OF THE ACADEMIC LEVEL OF STUDENTS, AND THE LANGUAGE THEY HAVE LEARNED SO THAT SHE/HE DOES NOT PRESENT TOO MUCH INFORMATION USING LANGUAGE WHICH IS BEYOND THE STUDENTS. THE TEACHER COULD GO SO FAR AS TO HAVE THE SPEAKER MAKE A BRIEF DRY RUN PRESENTATION TO HIM/HER. IF THE TEACHER FEELS THE PRESENTATION-TO-BE IS TOO DIFFICULT SHE/HE CAN SUGGEST MORE APPROPRIATE LANGUAGE, PACING, ETC. AND THUS AVOID A "BORING" PRESENTATION.

-THE CLASS SHOULD BE GIVEN SOME BASIC INFORMATION ABOUT THE SPEAKER IN ADVANCE.

-THE TEACHER SHOULD GUIDE THE STUDENTS IN PREPARATION OF QUESTIONS BEFORE THE ARRIVAL OF THE SPEAKER. SOME OF THESE QUESTIONS COULD BE SENT TO THE RESOURCE PERSON IN ADVANCE.

-A FEW QUESTIONS COULD BE "PLANTED" WITH A STUDENT TO PREVENT THE QUESTION PERIOD FROM LAGGING.

-ANY A.V. EQUIPMENT OR HAND-OUTS THE SPEAKER MIGHT REQUIRE SHOULD BE READY.

-A FOLLOW-UP TELEPHONE CALL TO THE SPEAKER FROM THE TEACHER GIVES THE SPEAKER AN OPPORTUNITY TO DISCUSS THE EVENT'S SUCCESS AND TO GIVE SUGGESTIONS FOR FUTURE VISITS. THE TEACHER, OF COURSE, GAINS THE OPPORTUNITY TO CONSOLIDATE A GOOD WORKING RELATIONSHIP BY GIVING THE SPEAKER SPECIFIC POSITIVE FEEDBACK AND A GENERAL POLITE THANK YOU. TO SPEAKERS, STUDENT "THANK YOUS" ARE ALWAYS WELCOME, OFTEN AMUSING, AND SOMETIMES AN OBJECT OF GREAT PRIDE.

KEEP IN MIND THAT EVERY SPEAKER IN THE CLASS MAY BRING YOU IDEAS, NEW STRATEGIES AND MORE CONTACTS WITH OTHER INTERESTED RESOURCE PERSONS. KEEP A CONTACT FILE: YOU ARE BUILDING YOUR OWN NETWORK.

CREATING A CLASSROOM ATMOSPHERE CONDUCIVE TO TEACHING THIS UNIT

IN ORDER FOR THIS UNIT TO BE EFFECTIVE IN THE CLASSROOM, IT IS ESSENTIAL THAT LEARNERS HAVE A WILLINGNESS TO SHARE FEELINGS, IDEAS AND BELIEFS WITH BOTH CLASSMATES AND TEACHER.

THE CLASSROOM MUST THUS BECOME:

-A CENTRE OF HONEST INQUIRY INTO REAL PROBLEMS.

-A PLACE WHERE LEARNERS FEEL SAFE IN EXPRESSING THEIR VALUES.

TO BUILD A "SAFE" ATMOSPHERE, THE TEACHER MUST:

-OFFER WARM SUPPORT TO ALL STUDENTS.

-EXHIBIT A GENUINE CONCERN FOR ALL STUDENTS.

AND

-ATTEMPT TO UNDERSTAND LEARNERS' POSITIONS ON THE CONCEPTS RELATED TO LAW ENFORCERS AND LAW ENFORCEMENT AND INCORPORATE THEM INTO DECISIONS THAT ARE MADE, THEREBY ALLOWING TEACHER-LEARNER TRUST TO DEVELOP.

ALSO, THE LEARNER MUST BECOME AWARE:

-THAT THE TEACHER'S OPINION CONCERNING A VALUE JUDGEMENT IS VALID ONLY AS AN INDIVIDUAL'S OPINION.

-THAT IN ANY DISCUSSION, EACH INDIVIDUAL HAS THE RIGHT TO "PASS" - TO REFUSE TO SPEAK IF HE/SHE FEELS THAT THE EXPRESSION OF A THOUGHT WOULD BE TOO PAINFUL.

-THAT NEGATIVE STATEMENTS (PUT DOWNS) ARE <u>NOT ALLOWED</u> IN THE CLASSROOM.

-THAT ONE INDIVIDUAL MAY NOT ALWAYS AGREE WITH ANOTHER ON A SPECIFIC ISSUE BUT THAT THIS CONFLICT SHOULD NOT BE TAKEN PERSONALLY.

-THAT THERE ARE FEW ABSOLUTELY RIGHT OR WRONG ANSWERS, BUT THAT SOME ANSWERS MIGHT BE BETTER THAN OTHERS.

TIMELINE FOR IMPLEMENTATION

IT IS ESTIMATED THAT THE TIME REQUIRED FOR COMPLETION OF THIS UNIT IS 9 HOURS OF INSTRUCTION TIME. WHERE POSSIBLE, THIS UNIT SHOULD BE IMPLEMENTED ON A DAILY BASIS. CERTAIN APPROACHES IN VARIOUS LESSONS REQUIRE THE ASSISTANCE OF A POLICE OFFICER.

UNIT TIMETABLE

LESSON #	TOTAL APPROXIMATE TIME REQUIRED*
i INITIAL ASSESSMENT	35 MINUTES
ii BEFORE WE START	35 MINUTES
1	30 MINUTES
2	55 MINUTES
3	45 MINUTES
4	55 MINUTES
5	50 MINUTES
6	35 MINUTES
7	65 MINUTES
8	55 MINUTES
9	40 MINUTES
x AFTER WE FINISH	20 MINUTES

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* THIS TIME DOES NOT INCLUDE THE APPLICATION ACTIVITIES OR THE EVALUATION ACTIVITIES.

LIST OF RESOURCES FOR THIS UNIT - BOOKS, VIDEOS, FILMSTRIPS, ETC.

LESSON 1

RESOURCE PEOPLE

LESSON 2

FILMSTRIP - LAW AND ORDER - AVAILABLE FROM THE RCMP, OTTAWA, (SEE LOCAL RCMP)
VIDEO - WHY WE HAVE LAWS - AVAILABLE FROM THE RCMP, OTTAWA, (SEE LOCAL RCMP)

LESSON 3

VIDEO - MORE THAN A CENTURY, HISTORY OF THE RCMP - AVAILABLE FROM THE RCMP, OTTAWA, (SEE LOCAL RCMP)
RESOURCE PEOPLE

LESSON 4

RESOURCE PEOPLE

LESSON 5

RESOURCE PEOPLE
COPIES OF FORMS - COLLISION STATEMENT, MOTOR VEHICLE ACCIDENT REPORT, TRAFFIC TICKET, (SEE LOCAL RCMP)

LESSON 6

VIDEO - THE SHOPPING BAG LADY, AVAILABLE ON LOAN FROM THE DEPT. OF EDUCATION , YELLOWKNIFE

LESSON 7

VIDEO - THE SHOPPING BAG LADY, AVAILABLE ON LOAN FROM THE DEPT. OF EDUCATION, YELLOWKNIFE

LESSON 8

RESOURCE PEOPLE
VIDEOS/BOOKS ON INUIT/DENE HISTORY AND LEGENDS REGARDING RULES/LAWS, ETC.
eg., LIVING ARCTIC: HUNTERS OF THE CANADIAN NORTH, HUGH BRODY, PUB. DOUGLAS AND McINTYRE, 1987, CHAPTER 7, AUTHORITY

AFTER WE FINISH

MURDER IN A COLD CLIMATE, SCOTT YOUNG, PUB. MacMILLAN, 1988

THROUGHOUT

NEWSPAPER/MAGAZINE ARTICLES ABOUT POLICE, THEIR ROLE IN SOCIETY, AND THE VIEWS HELD OF THEM BY THE GENERAL PUBLIC (AS PORTRAYED BY THE MEDIA).

INITIAL ASSESSMENT ACTIVITY

USE THIS ACTIVITY TO DETERMINE YOUR STARTING POINT FOR INSTRUCTION. IT WILL HELP YOU FIND OUT WHAT THE STUDENTS ALREADY KNOW ABOUT THE TOPIC/CONCEPTS YOU INTEND TO COVER. YOU SHOULD BE ABLE TO IDENTIFY GAPS IN THEIR KNOWLEDGE WHICH REQUIRE THAT YOU TEACH CERTAIN LESSONS. ON THE OTHER HAND, YOU MAY FIND THAT THERE ARE CONCEPTS WHICH THEY KNOW WELL ENOUGH THAT YOU CAN SKIP THE LESSONS WHICH TEACH THOSE CONCEPTS. THIS ACTIVITY WILL ALSO HELP YOU DETERMINE WHAT VOCABULARY ITEMS STUDENTS ALREADY HAVE SO THAT YOU CAN DECIDE WHICH LANGUAGE ITEMS TO EMPHASIZE.

RESOURCES

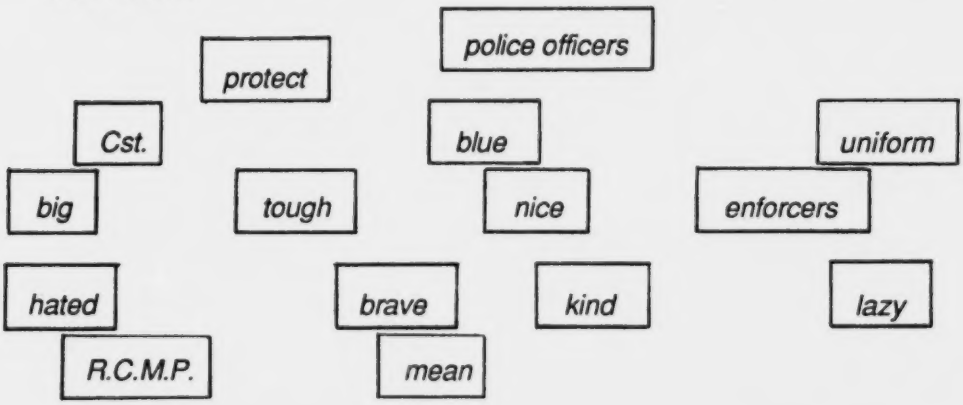
1. PRE-TEST, PAGE i-20

2. GRAPHING SECTION OF APPROPRIATE GRADE MATH TEXT

1.

a) BRAINSTORMING

ASK STUDENTS, "WHAT DO YOU KNOW ABOUT POLICE OFFICERS?" RECORD ALL RESPONSES ON CARDS AND HANG THEM ON MASKING TAPE STRIPS (STICKY SURFACE UP) WHICH YOU FASTEN TO THE CHALKBOARD.



YOU MAY WISH TO DIRECT STUDENTS' THINKING OR PROMPT IDEAS IF THE RESPONSES ARE SLOW IN COMING BY ASKING QUESTIONS SUCH AS:

WHAT KIND OF POLICE OFFICERS DO YOU KNOW?
WHAT ARE THEY LIKE? ARE THEY FAIR?
WHAT WORK DO THEY DO?
ARE THEY BUSY?
ARE THEY HELPFUL? DO THEY MAKE MISTAKES?
CAN WE HELP THEM?
DO THEY MAKE THE LAWS?
ARE THEY IMPORTANT TO US?

CHANT ALL RESPONSES WITH THE STUDENTS AS YOU POINT TO THE CARDS.

INITIAL ASSESSMENT ACTIVITY (CONT'D)

b) **CATEGORIZING:**
DISTRIBUTE THE WORD CARDS FROM THE BRAINSTORMING SESSION. BE SURE TO TELL THE STUDENTS THE WORDS WHICH YOU GIVE THEM. (GIVE STUDENTS ONLY ONE CARD EACH TO BEGIN.) HAVE ONE STUDENT PLACE HIS/HER WORD CARD AT THE TOP OF ONE OF THE MASKING TAPE STRIPS AND REPEAT THE WORD TO THE CLASS. ASK IF THERE IS ANYONE ELSE WHO HAS A WORD THAT BELONGS WITH THE FIRST WORD. HAVE ANOTHER STUDENT PLACE HIS/HER WORD CARD UNDER THE FIRST, READ THE WORD AND EXPLAIN WHY IT BELONGS WITH THE FIRST WORD. GIVE A TITLE TO THESE TWO CARDS WHICH NOW FORM A CATEGORY. ASK IF ANYONE CAN START A NEW CATEGORY. WHEN STUDENTS HAVE PLACED ALL OF THE BRAINSTORMED WORDS IN CATEGORIES, DISCUSS THE TITLES AND CHANGE THEM IF NECESSARY. CHANT THE WORDS IN EACH CATEGORY WITH STUDENTS.

TRANSFER THE WORDS TO A FLOWCHART TO PROVIDE A PERMANENT REFERENCE. e.g.,

POLICE OFFICERS

POSITIVE OPINIONS	NEGATIVE OPINIONS
good	bad
nice	lazy
kind	mean
tough	
brave	
helpful/useful	

KINDS	APPEARANCE
Cst.	big
Special Cst.	blue
Wildlife Officer	uniform

AS YOU TEACH THE UNIT, YOU MAY WISH TO ADD ANY NEW INFORMATION TO THE CHART. AT THE END OF THE UNIT YOU CAN REVIEW THE CHART WITH STUDENTS. KEEP IT AS A REFERENCE FOR FUTURE USE.

INITIAL ASSESSMENT ACTIVITY (CONT'D)

2.

a) MAKE A THERMOFAX DITTO OF THE PRE-TEST, PAGE I-20. RUN OFF A CLASS SET AND DISTRIBUTE TO STUDENTS. AFTER STUDENTS HAVE COMPLETED THE PRE-TEST, LEAD A CLASS DISCUSSION ON THEIR POSITIONS FOR EACH STATEMENT.

b) SUMMARIZE RESULTS NUMERICALLY ON OVERHEAD OR BLACKBOARD.

c) GRAPH THE RESULTS ON ONE OR MORE OF:
-BAR GRAPH
-STRAIGHT LINE GRAPH
-BROKEN LINE GRAPH
-PICTOGRAPH
-CIRCLE GRAPH

d) DIVIDE STUDENTS INTO GROUPS, ASSIGN ONE QUESTION FROM THE PRE-TEST TO EACH GROUP, AND HAVE THEM GRAPH THE RESULTS OF THEIR QUESTION.

NOTE: *THE CIRCLE GRAPH NEEDS INITIAL TEACHER DIRECTION AND IS BEST SUITED FOR THE MORE ABLE STUDENTS.*

e) EXAMINE THE GRAPHS. LEAD A CLASS DISCUSSION REGARDING THE RESULTS. MAKE SURE STUDENTS GIVE THEIR REASONS WHY THEY FEEL THE THREE MOST POPULAR DESCRIPTIONS WERE CHOSEN, AND WHY THE THREE LEAST POPULAR DESCRIPTIONS WERE CHOSEN.

f) PLACE GRAPHS IN A FILE FOLDER TO BE USED AT THE END OF THE UNIT TO COMPARE STUDENT POSITIONS.

g) COLLECT THE PRE-TESTS AND RECORD THE RESPONSES OF THE WHOLE CLASS ON A SINGLE COPY OF THE TEST. RETURN PRE-TESTS TO THE STUDENTS IN ORDER THAT THEY MAY PLACE THEM IN PERSONAL FILE FOLDERS.

NOTE: *IF CERTAIN STUDENTS HAVE A PARTICULARLY NEGATIVE VIEW OF POLICE OFFICERS, DON'T CENTRE THESE STUDENTS OUT. HOWEVER, AT A CONVENIENT AND APPROPRIATE TIME SPEAK TO EACH OF THESE STUDENTS INDIVIDUALLY TO DETERMINE THE REASONS FOR THEIR POSITIONS. IN TALKING TO THESE STUDENTS IT MAY BECOME QUITE APPARENT THAT THERE ARE CERTAIN SENSITIVE ISSUES THAT SHOULD NOT BE DISCUSSED IN CLASS. AT YOUR DISCRETION, YOU MAY WISH TO CREATE OPPORTUNITIES IN WHICH THESE SENSITIVE ISSUES MIGHT BE DISCUSSED IN SMALL GROUPS OR ON AN INDIVIDUAL BASIS WITH THE STUDENT(S) AND YOURSELF AND/OR A POLICE OFFICER.*

POLICE: PRE-TEST/POST-TEST

FOR EACH STATEMENT LISTED, RESPOND AS HONESTLY AS YOU CAN BY PLACING AN "X" ON THE LINE, SO THAT IT WILL MOST CLOSELY REPRESENT YOUR FEELINGS.

LAW ENFORCERS ARE VERY IMPORTANT TO OUR PERSONAL SAFETY AND WELL BEING.	DISAGREE	NOT SURE	AGREE
LAW ENFORCERS MAKE THEIR OWN RULES AND LAWS.	DISAGREE	NOT SURE	AGREE
EVERYONE SHOULD LIKE ALL POLICE OFFICERS.	DISAGREE	NOT SURE	AGREE
POLICE OFFICERS SHOULD BE ALLOWED TO MAKE MISTAKES.	DISAGREE	NOT SURE	AGREE
POLICE OFFICERS ARE GENERALLY TOUGH AND UNFAIR.	DISAGREE	NOT SURE	AGREE
PEOPLE BLAME POLICE OFFICERS FOR THEIR MISTAKES.	DISAGREE	NOT SURE	AGREE
AS CITIZENS, WE CAN DO LITTLE TO HELP WITH LAW ENFORCEMENT.	DISAGREE	NOT SURE	AGREE
THERE WAS NO LAW ENFORCEMENT BEFORE THE RCMP CAME INTO OUR COMMUNITY.	DISAGREE	NOT SURE	AGREE

BEFORE WE START: THINKING ABOUT POLICE OFFICERS

OBJECTIVES

STUDENTS WILL:
-UNDERSTAND THE FEELINGS THAT THEY AND THEIR CLASSMATES HAVE FOR POLICE OFFICERS
-BE ABLE TO DISTINGUISH THEIR OWN FEELINGS FOR POLICE OFFICERS FROM THOSE OF THEIR CLASSMATES
-BEGIN TO DEVELOP RESPECT FOR THEIR OWN POSITION AND THE POSITIONS OF OTHERS, WHILE NOT NECESSARILY AGREEING WITH THE POSITIONS OF OTHERS
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

POLICE OFFICERS	SUSPICIOUS	LAW ENFORCERS
ANNOYING	RELIABLE	
COURTEOUS	TRUSTWORTHY	

ENGLISH SENTENCE PATTERNS

HOW DO YOU FEEL ABOUT POLICE OFFICERS?

I FEEL POLICE OFFICERS ARE _____ BECAUSE THEY _____.

HOW DOES (A SPECIFIC PERSON) FEEL ABOUT (A SPECIFIC POLICE OFFICER)?

____ FEELS THAT _____ IS _____.

RESOURCES

1) POLICE STUDENT NOTEBOOK, PAGE 1

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) HAVE STUDENTS BRAINSTORM WORDS TO DESCRIBE HOW THEY FEEL ABOUT POLICE OFFICERS. SEE BRAINSTORMING, PAGE 11. LEAD A BRIEF DISCUSSION REVIEWING THE WORDS THAT WERE BRAINSTORMED THEN TURN TO THE STUDENT NOTEBOOK, PAGE 1. MAKE SURE STUDENTS UNDERSTAND THE MEANINGS OF THE WORDS ON PAGE 1 OF THE STUDENT NOTEBOOK BY CONDUCTING AN ACTIVITY USING ELIMINATION WITH THE WORDS: TEACHER SAYS A KEY WORD AND GIVES A SERIES OF RELATED WORDS. STUDENTS INDICATE WHICH WORD DOES NOT BELONG IN THE GROUP.

E.G., RELIABLE: TRUSTWORTHY, GOOD, HARD WORKING, SNEAKY

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

1. (CONT'D)

b) CONDUCT A CHAIN OF THOUGHT ACTIVITY. THE TEACHER PROVIDES A WORD. STUDENTS START A CHAIN OF ASSOCIATED WORDS.

E.G.,
TEACHER: "POLICE"
STUDENT A: "HELPFUL"
STUDENT B: "RCMP" .....ETC.

c) HAVE STUDENTS ANSWER QUESTION 1 EITHER IN THEIR NOTEBOOKS OR ON A THERMOFAXED DITTO.

d) USING THE VOCABULARY AND SENTENCE PATTERNS, THE TEACHER MODELS RESPONSES BY ASKING STUDENTS HOW THEY FEEL ABOUT POLICE OFFICERS. THEN CONDUCT A CHAIN DRILL AS FOLLOWS.

E.G.,

TEACHER: HOW DO YOU FEEL ABOUT POLICE OFFICERS?
TEACHER: I FEEL POLICE OFFICERS ARE FRIENDLY BECAUSE MY BROTHER IS A POLICE OFFICER.
TEACHER TO FIRST STUDENT: HOW DO YOU FEEL ABOUT POLICE OFFICERS?
FIRST STUDENT: I FEEL _____ BECAUSE _____.
FIRST STUDENT TO SECOND STUDENT: HOW DO YOU FEEL ABOUT POLICE OFFICERS?

CONTINUE UNTIL ALL STUDENTS HAVE HAD A TURN.

e) HAVE STUDENTS FORM GROUPS OF THREE IN ORDER TO DISCUSS THEIR POSITIONS. IT MIGHT BE HELPFUL TO HAVE STUDENTS NUMBER THEMSELVES ONE, TWO AND THREE GIVING EACH STUDENT ONE TO TWO MINUTES TO STATE HOW HE/SHE FEELS ABOUT POLICE OFFICERS WHILE THE OTHER GROUP MEMBERS LISTEN. GIVE GROUP MEMBERS FIVE MINUTES FOR QUESTIONING EACH OTHER'S POSITIONS.

f) THE TEACHER GIVES A SHORT DESCRIPTION OF A POLICE OFFICER'S ACTION AND THEN ASKS THE QUESTION,

"HOW DOES (A SPECIFIC PERSON) FEEL ABOUT (A SPECIFIC POLICE OFFICER)?"

THE STUDENTS ANSWER USING THE SENTENCE PATTERN. THE SENTENCE PATTERNS COULD BE ON THE BLACKBOARD WITH BLANKS TO ASSIST THE STUDENTS IF NEEDED.

E.G., MARTHA'S SKI-DOO WAS STOLEN. CONSTABLE GOLDSTAR FOUND IT AND RETURNED IT TO HER.

QUESTION: HOW DOES MARTHA FEEL ABOUT CONSTABLE GOLDSTAR?

ANSWER: MARTHA FEELS THAT CONSTABLE GOLDSTAR IS HELPFUL AND HARD WORKING.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

f) HAVE STUDENTS COMPLETE QUESTION 2 IN THE STUDENT NOTEBOOK USING THE SENTENCE PATTERN:

I FEEL POLICE OFFICERS ARE _____ BECAUSE _____.

h) RECORD STUDENT WORD CHOICES ON CHART PAPER AND LEAD A CLASS DISCUSSION ON EACH WORD CHOICE MAKING SURE STUDENTS GIVE REASONS FOR THEIR SELECTIONS.

APPLICATION

1. HAVE STUDENTS CONDUCT A SURVEY TO DETERMINE HOW THE FOLLOWING GROUPS FEEL ABOUT POLICE OFFICERS:
   - -PARENTS
   - -TEACHERS
   - -FRIENDS
   - -NEIGHBOURS
   - -OTHERS

2. HAVE STUDENTS DRAW OR CUT OUT PICTURES RELATING TO HOW PEOPLE FEEL ABOUT POLICE OFFICERS, AND WRITE CAPTIONS TO ACCOMPANY THEM. (COLLAGE)

3. HAVE STUDENTS WRITE AND ROLE PLAY INCIDENTS INVOLVING POLICE OFFICERS AND OTHERS THAT WOULD AFFECT HOW A PERSON MIGHT FEEL ABOUT POLICE OFFICERS.

EVALUATION

1. TAKE A POLL OF STUDENTS TO DETERMINE HOW MANY HAVE A POSITIVE, NEGATIVE OR MIXED VIEW OF POLICE OFFICERS. RETAIN THE INFORMATION AND COMPARE WITH STUDENT POSITIONS AT THE END OF THE UNIT.

2. REFER BACK TO OBJECTIVES TO DETERMINE IF THEY HAVE BEEN SUCCESSFULLY ACHIEVED.

3. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 1 THERE IS A DIFFERENCE BETWEEN A LAW ENFORCER AND A LAW MAKER

OBJECTIVES

STUDENTS WILL:
-UNDERSTAND THE DIFFERENCE BETWEEN A LAW MAKER AND A LAW ENFORCER
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THE LESSON

ENGLISH VOCABULARY

LAW MAKER	LAW ENFORCER	RCMP
JUSTICE OF PEACE	SOCIAL WORKER	WILDLIFE OFFICER

ENGLISH SENTENCE PATTERNS

NAME A LAW MAKER.

_____ IS A LAW MAKER BECAUSE _____.

NAME A LAW ENFORCER.

_____ IS A LAW ENFORCER BECAUSE _____.

RESOURCES

1) STUDENT NOTEBOOK -LESSON #1

2) RESOURCE PEOPLE: E.G.,RCMP MEMBER, HAMLET COUNCILLOR, BY-LAW OFFICER, M.L.A.

3) LIBRARY FACILITIES

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) ASK STUDENTS TO GIVE EXAMPLES OF LAW MAKERS BY ASKING THE QUESTION,

WHO MAKES OUR LAWS?

RESPONSES COULD INCLUDE:
- HAMLET COUNCIL
- LEGISLATIVE ASSEMBLY
- FEDERAL PARLIAMENT

b) ASK STUDENTS IF THEY CAN NAME SOME HISTORICAL LAW MAKERS?

RESPONSES COULD INCLUDE:
- KINGS/QUEENS
- ROMAN EMPERORS
- THE ELDERS

c) NOW ASK STUDENTS,

WHAT IS A LAW MAKER?

AFTER THE DISCUSSION, MAKE SURE THAT THE STUDENTS' FINAL RESPONSE IS SIMILAR TO THIS DEFINITION;

A LAW MAKER IS SOMEONE, OR A GROUP, ELECTED BY THE PEOPLE TO RULE OR GOVERN THEM. ELECTED PEOPLE/GROUPS CAN MAKE LAWS WHICH ALL PEOPLE HAVE TO OBEY.

d) HAVE THE STUDENTS WRITE THEIR OWN DEFINITION OF A LAW MAKER FOR QUESTION 1 IN THE STUDENT NOTEBOOK.

2.

a) ASK STUDENTS,

WHO MAKES SURE THAT LAWS ARE OBEYED?

RESPONSES COULD INCLUDE:

- R.C.M.P.
- IMMIGRATION OFFICIALS
- CUSTOMS OFFICERS
- CORRECTIONAL OFFICERS
- SAFETY OFFICERS
- LIQUOR INSPECTORS
- PRINCIPAL
- SECURITY GUARD
- FIRE MARSHALL
- JUVENILE OFFICERS
- NARCOTICS OFFICERS
- BY-LAW OFFICERS
- PROBATION OFFICERS
- WILDLIFE OFFICERS
- HEALTH INSPECTOR
- CRIMINAL INVESTIGATOR
- DETECTIVE
- SOCIAL WORKERS
- SCHOOL/COMMUNITY COUNSELLORS

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2. (CONT'D)
b) ASK THE STUDENTS,

WHAT ARE LAW ENFORCERS?

AFTER THE DISCUSSION, MAKE SURE THAT THE STUDENTS' FINAL RESPONSE IS SIMILAR TO THIS DEFINITION;

LAW ENFORCERS MAKE SURE LAWS ARE OBEYED OR ENFORCED.
LAW ENFORCERS ARE HIRED BY LAW MAKERS.

c) HAVE THE STUDENTS WRITE THEIR OWN DEFINITION FOR LAW ENFORCERS FOR QUESTION 2 IN THE STUDENT NOTEBOOK.

3.
a) PREPARE FLASH CARDS FOR BOTH LAW MAKERS AND LAW ENFORCERS.

E.G.,

HAMLET COUNCIL	RCMP
CORRECTIONAL OFFICERS	LEGISLATIVE COUNCIL
FEDERAL PARLIAMENT	BY-LAW OFFICER

DISTRIBUTE FLASH CARDS MAKING SURE EACH STUDENT KNOWS WHAT IS WRITTEN ON HIS/HER CARD. THE TEACHER CALLS OUT A CATEGORY (E.G. LAW MAKERS). STUDENTS WHOSE WORDS BELONG IN THAT CATEGORY CALL OUT THEIR WORDS. OTHER STUDENTS LISTEN TO MAKE SURE ALL WORDS GIVEN DO BELONG TO THAT CATEGORY.

b) HAVE STUDENTS PRACTISE THE SENTENCE PATTERN:

NAME A LAW MAKER/ENFORCER.,

_____ IS A LAW MAKER/ENFORCER BECAUSE _____.

IF A STUDENT ANSWERS A QUESTION CORRECTLY THEN THE REST OF THE STUDENTS REPEAT IT. IF IT IS INCORRECT THEN THE STUDENTS CORRECT IT.

E.G., TEACHER ASKS THE FIRST STUDENT - NAME A LAW MAKER.
FIRST STUDENT - THE HAMLET COUNCIL IS A LAW MAKER BECAUSE IT IS AN ELECTED GROUP.
ALL STUDENTS- THE HAMLET COUNCIL IS A LAW MAKER BECAUSE IT IS AN ELECTED GROUP.

FIRST STUDENT ASKS THE SECOND STUDENT - NAME A LAW ENFORCER.
SECOND STUDENT - THE LEGISLATIVE ASSEMBLY IS A LAW ENFORCER BECAUSE _____. (INCORRECT)
ALL STUDENTS - SPECIAL CONSTABLE JONES IS A LAW ENFORCER BECAUSE HE MAKES SURE LAWS ARE OBEYED.

CONTINUE UNTIL ALL STUDENTS HAVE HAD A TURN.

c) HAVE THE STUDENTS COMPLETE QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

APPLICATION

1. HAVE THE STUDENTS NAME DIFFERENT LAW ENFORCERS AND LAW MAKERS THAT THEY KNOW OF.

2. HAVE STUDENTS ROLE PLAY SITUATIONS WHERE LAW ENFORCERS AND LAW MAKERS ARE NEEDED. LAW MAKERS HAVE TO MAKE APPROPRIATE LAWS AND LAW ENFORCERS CARRY OUT THE LAWS.

EVALUATION

1. DETERMINE WHETHER STUDENTS HAVE FULFILLED LESSON OBJECTIVES THROUGH OBSERVATION OF STUDENTS' RESPONSES TO QUESTION 3 IN THE STUDENT NOTEBOOK.

2. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 2 LAW ENFORCEMENT IS NECESSARY

OBJECTIVES

STUDENTS WILL:
-UNDERSTAND THE NEED FOR LAW ENFORCEMENT
-BE ABLE TO MAKE A DECISION REGARDING WHEN LAW ENFORCEMENT IS NEEDED
-BE ABLE TO DEMONSTRATE THROUGH THEIR OWN CREATIVE EFFORTS THAT LAW ENFORCEMENT IS NECESSARY
-DEVELOP SKILL IN MAKING DECISIONS CONCERNING THE NEED FOR LAW ENFORCEMENT
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

SITUATION	SAFETY	LAW ENFORCEMENT
COMMUNITY	NECESSARY	ILLEGAL
SHOPLIFTING	CITIZENS	

ENGLISH SENTENCE PATTERNS

IS LAW ENFORCEMENT NECESSARY (IN A GIVEN SITUATION)?

LAW ENFORCEMENT IS/ IS NOT/MAYBE NECESSARY (IN A GIVEN SITUATION) BECAUSE

_____.

ARE LAW ENFORCERS NEEDED (IN A GIVEN SITUATION)?

LAW ENFORCERS ARE/AREN'T NEEDED (IN A GIVEN SITUATION) BECAUSE _____.

RESOURCES

1) POLICE STUDENT NOTEBOOK - LESSON #2

2) THE TEACHER MAY DEEM IT IMPORTANT TO UTILIZE A POLICE OFFICER THROUGHOUT THE UNIT IN THE FOLLOWING ROLES:
   -CLASSROOM PARTICIPANT (LARGE OR SMALL GROUPS)
   -TEAM TEACHER
   -RESOURCE PERSON
   -FIELD TRIP LEADER

3) FILMSTRIP - LAW AND ORDER

4) VIDEO - WHY WE HAVE LAWS

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) REVIEW WITH STUDENTS THE CONCEPT OF A COMMUNITY. HELP THEM TO SEE THAT A COMMUNITY IS A GROUP OF PEOPLE LIVING IN AN AREA. LET THEM SUGGEST COMMUNITIES OF WHICH THEY ARE AWARE.

b) DIVIDE THE CLASS INTO SMALL GROUPS. CHALLENGE EACH GROUP TO CREATE A COMMUNITY OF ITS OWN. LET THEM GIVE THEIR COMMUNITY A NAME AND LIST ALL THE SERVICES THAT SHOULD BE PROVIDED FOR ITS CITIZENS. HAVE ONE STUDENT IN EACH GROUP RECORD THE GROUP'S RESPONSES. AFTER ABOUT EIGHT MINUTES, CALL THE STUDENTS TOGETHER AND HAVE THE RECORDER FOR EACH GROUP READ OUT THE SERVICES SUGGESTED FOR HIS/HER COMMUNITY. LIST SUGGESTIONS ON THE BOARD. GET THE STUDENTS TO SUGGEST THE FIVE MOST IMPORTANT SERVICES LISTED ON THE BOARD.

c) USE THIS INFORMATION TO ELICIT FROM THEM THAT IN EVERY COMMUNITY THERE IS NEED FOR A SERVICE WHICH ENSURES THE GENERAL SAFETY AND WELFARE OF ITS CITIZENS.

d) IF AVAILABLE, SCREEN THE FILMSTRIP, LAW AND ORDER. CHALLENGE THE STUDENTS TO LOOK FOR AS MANY DUTIES OF LAW ENFORCERS AS POSSIBLE. AGAIN, WORKING IN THEIR GROUPS, HAVE THE STUDENTS LIST FUNCTIONS FOR LAW ENFORCERS, AS DEVELOPED IN THE FILMSTRIP. ASK THEM TO THINK OF OTHER FUNCTIONS AND LIST THESE ON THE BOARD OR USE WORD STRIPS SO THEY CAN BE DISPLAYED FOR PERMANENT REFERENCE.

NOTE: *THE STUDENTS SHOULD BE ENCOURAGED TO USE THE TERM "LAW ENFORCERS" RATHER THAN "POLICE OFFICERS". THE TERM IS QUITE COMPREHENSIVE AND ENCOMPASSES POLICE OFFICERS AS WELL AS OTHER PERSONS OF AUTHORITY, WHO HELP TO ENFORCE LAWS. THIS CONCEPT WILL BE FURTHER DEVELOPED IN LESSON #3.*

e) TO INITIATE A CLASS DISCUSSION THE TEACHER MODELS THE FOLLOWING SENTENCE PATTERN:

E.G. TEACHER - IS LAW ENFORCEMENT NECESSARY WHEN SOMEONE AT SCHOOL OFFERS TO SELL YOU DRUGS.?

TEACHER - LAW ENFORCEMENT IS NECESSARY WHEN SOMEONE AT SCHOOL OFFERS TO SELL ME ILLEGAL DRUGS.

DIVIDE THE STUDENTS INTO 2 OR 3 GROUPS. USING THE FOLLOWING AND OTHER SITUATIONS HAVE THE STUDENTS USE THE SENTENCE PATTERN TO DISCUSS WHEATHER LAW ENFORCEMENT IS NECESSARY. EACH GROUP SHOULD TRY TO REACH A CONCENSUS AND SHOULD SHARE ITS VIEWS WITH OTHER GROUPS.

-YOU ARE AT HOME ALONE, YOU HEAR PROWLERS AND ARE AFRAID.
-YOU SEE A LADY LEAVE TWO SMALL CHILDREN IN A TRUCK AND GO INTO A HOUSE WHERE THERE'S A PARTY.
-YOU SEE SOME KIDS THROWING SNOWBALLS AT SNOWMOBILES.
-YOU ARE BADLY BEATEN UP BY A GIRL WHOM YOU CALLED NAMES.
-YOU SEE SOMEONE LETTING YOUR NEXT DOOR NEIGHBOUR'S DOG LOOSE.
-A GROUP OF TEENAGERS BLOCK THE ENTRANCE TO THE CO-OP.
-ANOTHER STUDENT THREATENS TO BEAT YOU UP UNLESS YOU BRING HIM TEN DOLLARS TOMORROW.
-YOU SEE SOMEONE THROWING GARBAGE ON THE STREET.
-YOU CAN'T FIND YOUR GYM SHOES.

f) HAVE SOME STUDENTS REPORT ON SITUATIONS IN WHICH THEY OR SOMEONE THEY KNOW NEEDED THE SERVICES OF LAW ENFORCERS. CONCLUDE THIS DISCUSSION BY HAVING STUDENTS MAKE ORAL STATEMENTS AS TO WHETHER OR NOT LAW ENFORCERS ARE NECESSARY. HAVE STUDENTS RESPOND USING THE ABOVE SENTENCE PATTERNS.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

1. (CONT'D)

g) HAVE ALL STUDENTS RECORD THEIR ANSWERS TO QUESTION #1 IN THE STUDENT NOTEBOOK USING THE SENTENCE PATTERNS. DISPLAY ANSWERS, HAVING THE SENTENCE PATTERNS ON THE BLACKBOARD, INCLUDING BLANKS, TO ASSIST THE STUDENTS.

2.

a) USING THE SENTENCE PATTERNS:

ARE LAW ENFORCERS NEEDED IN A GIVEN SITUATION?

LAW ENFORCERS ARE/AREN'T NEEDED (IN A GIVEN SITUATION) BECAUSE _____.

ORALLY MOVE STUDENTS THROUGH THE FIRST THREE SITUATIONS IN QUESTION 2 IN THE STUDENT NOTEBOOK. EXPLORE REASONS FOR STUDENT POSITIONS AS FULLY AS POSSIBLE.

b) ASK STUDENTS TO RECORD THEIR ANSWERS TO THE NEXT FOUR SITUATIONS IN QUESTION 2 IN THE STUDENT NOTEBOOK, MAKING SURE THEY WRITE THEIR REASONS USING THE SENTENCE PATTERN.

c) HAVE STUDENTS FORM GROUPS OF TWO TO DISCUSS THEIR RESPONSES. STUDENTS MAY OR MAY NOT REACH AN AGREEMENT AS TO WHETHER A LAW ENFORCER IS NEEDED IN EACH SITUATION. THE STUDENTS SHOULD USE BOTH THE QUESTION AND ANSWER SENTENCE PATTERNS WHEN DISCUSSING THE SITUATIONS WITH EACH OTHER.

d) LEAD A CLASS DISCUSSION ON THE SITUATIONS MAKING SURE THAT EACH SITUATION IS DEALT WITH IN A MANNER WHICH DEMONSTRATES THAT A LAW ENFORCER MAY BE NECESSARY. LISTEN FOR THE RESPONSES, MAKING SURE THE STUDENTS ARE USING CORRECT SENTENCE PATTERNS.

e) LEAD A BRIEF DISCUSSION ON THE LAST THREE SITUATIONS IN QUESTION 2 IN THE STUDENT NOTEBOOK HELPING STUDENTS TO UNDERSTAND WHY LAW ENFORCERS MAY BE NECESSARY IN EACH SITUATION. MODEL RESPONSES AFTER THE SENTENCE PATTERNS.

f) HAVE STUDENTS COMPLETE QUESTION 3 IN THE STUDENT NOTEBOOK BY MAKING UP TWO SITUATIONS WHICH SHOW THAT LAW ENFORCERS ARE NEEDED. THE TEACHER MAY WISH TO COLLECT THESE SITUATIONS TO DETERMINE WHETHER LESSON OBJECTIVES HAVE BEEN ACHIEVED. HAVE VOCABULARY AND SENTENCE PATTERN EXAMPLES ON THE BLACKBOARD FOR THE STUDENTS TO USE IF NECESSARY, AS WELL AS THE LIST OF VARIOUS LAW ENFORCERS FROM LESSON ONE.

APPLICATION

1. HAVE SMALL GROUPS OF STUDENTS DISCUSS THE FOLLOWING SITUATIONS TO DETERMINE WHY LAW ENFORCERS MAY BE NEEDED IN EACH SITUATION. STUDENTS SHOULD USE THE SENTENCE PATTERNS DEVELOPED IN CD/LE/LP #2.
   - ON A COLD WINTER NIGHT, SARAH'S GRANDMOTHER WANDERED AWAY FROM HER HOUSE, WEARING ONLY SLIPPERS AND HER NIGHT GOWN.
   - SAM AND ARCHIE WERE INVOLVED IN A VICIOUS FIGHT ON THE WAY HOME FROM SCHOOL.
   - THERESA RODE TO SCHOOL ON A BIKE WHICH LOOKS EXACTLY LIKE YOUR BIKE WHICH WAS STOLEN FROM BESIDE YOUR HOUSE.
   - FRANK'S MOTHER FOUND A NEW POCKET RADIO (THAT FRANK STOLE) IN FRANK'S ROOM. WHEN SHE QUESTIONED HIM ABOUT WHERE IT CAME FROM HE TOLD HER THAT HE TRADED HIS NEW JACK-KNIFE FOR IT. HIS MOTHER BECAME ANGRY AND TOLD HIM TO TRADE BACK. FRANK TOLD HIS MOTHER THAT YOU HAVE HIS JACK-KNIFE AND WILL NOT GIVE IT BACK.
   - YOU ARE HOME WITH YOUR MOTHER WHO IS ABOUT TO HAVE A BABY.

APPLICATION (CONT'D)

1. (CONT'D)
   - YOUR NEXT DOOR NEIGHBOUR HAS A HEART ATTACK WHILE SHOVELLING SNOW.
   - YOUR OLDER BROTHER INVITED YOU FOR A RIDE IN YOUR FATHER'S TRUCK. YOU KNEW YOUR OLDER BROTHER DID NOT HAVE A LICENSE, BUT HE INSISTED THAT YOU COME ALONG. BACKING OUT OF THE DRIVEWAY YOUR BROTHER HIT A POLE AND DAMAGED THE TRUCK.
   - YOUR TEACHER'S PURSE WAS STOLEN FROM HER DESK. YOU KNOW WHO TOOK IT.
   - THE HOTEL GOES UP IN FLAMES.
   - THE AIRPORT'S RAMP IS DAMAGED.
   - A BOAT SINKS.
   - YOU SEE KIDS PLAYING WITH GUN SHELLS FROM THE HUDSON'S BAY STORE.

2. IF AVAILABLE, HAVE THE STUDENTS WATCH THE VIDEO, WHY WE HAVE LAWS.

EVALUATION

1) DETERMINE WHETHER STUDENTS HAVE FULFILLED LESSON OBJECTIVES THROUGH:

   a) OBSERVATION OF STUDENT RESPONSES TO THE APPLICATION ACTIVITY 1.

   b) THE UNIT EVALUATION CHECKLIST, PAGE 9.

   c) EXAMINATION OF STUDENT RESPONSES TO QUESTION 3 IN THE STUDENT NOTEBOOK.

   d) HAVING STUDENTS COMPLETE THE FOLLOWING TEST:

   COMPLETE THE CHART. MAKE SURE YOU GIVE YOUR REASONS FOR THE DECISIONS YOU MAKE.

LESSON 3 POLICE OFFICERS ARE LAW ENFORCERS HIRED FOR PROTECTION OF PEOPLE AND/OR PROPERTY

OBJECTIVES

STUDENTS WILL:
-UNDERSTAND THAT POLICE OFFICERS ARE LAW ENFORCERS HIRED FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY.
-UNDERSTAND THAT THERE ARE LAW ENFORCERS OTHER THAN POLICE OFFICERS.
-BE ABLE TO IDENTIFY THE DIFFERENT KINDS OF LAW ENFORCERS AND DESCRIBE THE TYPES OF LAWS THEY ENFORCE.
-BE ABLE TO BRAINSTORM AND EVALUATE THE CONSEQUENCES WHICH WOULD OCCUR IF THERE WERE NO LAW ENFORCERS.
-BEGIN TO DEVELOP AN APPRECIATION FOR THE ROLE POLICE OFFICERS PLAY IN ENFORCING LAWS.
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

HIRED	SECURITY	ARMED	DUTIES	PROTECTION
SUPERVISORY	INSPECTOR	UNARMED	RESPONSIBLE	PROPERTY

ENGLISH SENTENCE PATTERNS

A _____IS A LAW ENFORCER HIRED TO _____.

WHAT WOULD HAPPEN IF THERE WEREN'T ANY POLICE OFFICERS OR SPECIAL CONSTABLES TO _____?

IF THERE WERE NO POLICE OFFICERS OR SPECIAL CONSTABLES TO _____, (SOMETHING MIGHT HAPPEN).

RESOURCES

1) POLICE STUDENT NOTEBOOK - LESSON 3

2) VIDEO - MORE THAN A CENTURY, HISTORY OF RCMP

3) DIFFERENT KINDS OF POLICE OFFICERS AND PERSONS OF AUTHORITY, PAGE 3-36

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

***NOTE:** IT IS IMPORTANT THAT THE TEACHER AND STUDENTS VIEW LAW ENFORCEMENT IN ITS BROADEST CONTEXT FOR THIS SECTION. AS THE TITLE SUGGESTS, THIS LESSON EMPHASIZES POLICE OFFICERS AS ONE PART OF THE LAW ENFORCEMENT SYSTEM. THEIR FUNCTION IS CHIEFLY THE PROTECTION OF CITIZENS AND THEIR PROPERTY.*

1.

a) BRAINSTORM WITH STUDENTS THE DIFFERENT KINDS OF PEOPLE THEY KNOW WHO WEAR UNIFORMS. RECORD THEIR RESPONSES ON FLASH CARDS.

b) GIVE EACH STUDENT A FLASH CARD AND ASK THEM TO FORM TWO GROUPS - PERSONS CONNECTED WITH THE LAW AND OTHERS.

c) ASK THE FIRST GROUP TO FURTHER DIVIDE THEMSELVES INTO TWO GROUPS - POLICE OFFICERS AND OTHER LAW ENFORCERS.

d) GUIDE STUDENTS TO DISCOVER THAT POLICE OFFICERS COMPRISE ONLY A PART OF LAW ENFORCERS.

e) ON THE BOARD DEVELOP A LIST OF LAW ENFORCERS. START WITH THE IDEAS GENERATED IN CE/LE/LP 1a). REFER TO DIFFERENT KINDS OF POLICE OFFICERS, PAGE 3-36 TO IDENTIFY OTHER (PLAIN CLOTHED) LAW ENFORCERS AND THEIR FUNCTIONS.

f) PLAY THUMBS UP/THUMBS DOWN. THE TEACHER MAKES A SERIES OF STATEMENTS USING THE SENTENCE PATTERN :

A _____ IS A LAW ENFORCER HIRED TO _____.

IF STUDENTS AGREE WITH THE STATEMENT THEY SIGNAL THUMBS UP. IF THEY DISAGREE THEY SIGNAL THUMBS DOWN AND OFFER A CORRECT RESPONSE.

E.G.,

TEACHER: A FIRE MARSHALL IS A LAW ENFORCER HIRED TO INVESTIGATE FIRES.

STUDENTS SIGNAL THUMBS UP.

TEACHER: A PROBATION OFFICER IS A LAW ENFORCER HIRED TO CONTROL JAILS.

STUDENTS SIGNAL THUMBS DOWN AND CORRECT.

STUDENTS: A PROBATION OFFICER IS A LAW ENFORCER HIRED TO SUPERVISE OFFENDERS ON PROBATION.

g) CONDUCT A CHAIN DRILL TO REVIEW THE FUNCTIONS OF VARIOUS LAW ENFORCERS. USE THE SENTENCE PATTERNS SHOWN BELOW.

TEACHER: WILDLIFE OFFICER

FIRST STUDENT: A WILDLIFE OFFICER IS A LAW ENFORCER HIRED TO ENFORCE FISH AND GAME REGULATIONS.

FIRST STUDENT: BY-LAW OFFICER

SECOND STUDENT: A BY-LAW OFFICER IS A LAW ENFORCER HIRED TO ENFORCE LAWS OF THE TOWN/HAMLET.

CONTINUE UNTIL ALL STUDENTS HAVE HAD A TURN.

h) HAVE STUDENTS COMPLETE QUESTIONS 1 AND 2 IN THE STUDENT NOTEBOOK.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2.

a) DISCUSS WITH THE CLASS THE FIRST FEW SITUATIONS IN QUESTION 3 IN THE STUDENT NOTEBOOK EMPHASIZING THE SENTENCE PATTERNS.

WHAT WOULD HAPPEN IF THERE WERE NO POLICE OFFICERS OR SPECIAL CONSTABLES TO _____?

IF THERE WERE NO POLICE OFFICERS OR SPECIAL CONSTABLES TO _____, (SOMETHING MIGHT HAPPEN).

MAKE SURE STUDENTS FULLY DEVELOP THE POSITIVE AND NEGATIVE CONSEQUENCES FOR EACH SITUATION.

b) HAVE SMALL GROUPS OF STUDENTS DISCUSS THE REST OF THE SITUATIONS IN QUESTION 3 IN THE STUDENT NOTEBOOK.

HAVE STUDENTS REPORT BACK USING A CUMULATIVE CHAIN DRILL WITH THE SENTENCE PATTERN BELOW. THE TEACHER ASKS THE QUESTION AND THE FIRST GROUP PROVIDES ITS ANSWER. THE SECOND GROUP MUST REPEAT THE FIRST GROUPS STATEMENT AND ADD ANOTHER ITEM. CONTINUE IN THIS MANNER UNTIL ALL GROUPS HAVE ADDED AN ITEM FOR THE GIVEN SITUATION. THEN START AGAIN WITH ANOTHER SITUATION.

E.G.,

TEACHER - WHAT WOULD HAPPEN IF THERE WEREN'T ANY POLICE OFFICERS OR SPECIAL CONSTABLES TO (HELP CONTROL LIQUOR)?

TEACHER - IF THERE WERE NO POLICE OFFICERS OR SPECIAL CONSTABLES TO (HELP CONTROL LIQUOR), THERE MIGHT BE MORE DRUNKS ON THE STREET.

FIRST GROUP- IF THERE WERE NO POLICE OFFICERS OR SPECIAL CONSTABLES TO (HELP CONTROL LIQUOR), THERE MIGHT BE MORE DRUNKS ON THE STREET AND MORE ACCIDENTS MIGHT HAPPEN BECAUSE OF DRUNK DRIVERS.

c) PLAY FIND YOUR MATE. HAVE VARIOUS STUDENTS WRITE THEIR SENTENCE ENDINGS FOR EACH SITUATION IN QUESTION 3 ON CARDS OR STRIPS OF PAPER. HAVE OTHER STUDENTS WRITE THE SENTENCE BEGINNINGS. RANDOMLY DISTRIBUTE THE STRIPS/CARDS. STUDENTS HAVE TO FIND THEIR MATE:

E.G.,

IF THERE WERE NO POLICE OFFICERS OR SPECIAL CONSTABLES TO HELP STOP SHOPLIFTING

A LOT OF THINGS WOULD BE STOLEN FROM THE STORE

d) BEFORE STUDENTS ANSWER QUESTION 4 IN THE STUDENT NOTEBOOK, REMIND THEM THAT THE ROLE OF THE POLICE OFFICER AS A LAW ENFORCER IS TO PROTECT LIFE AND PROPERTY IN THE COMMUNITY. LEAD THEM TO VISUALIZE THE ABSENCE OF THIS KIND OF PROTECTION. HAVE THEM USE THE IDEAS DEVELOPED IN THE DISCUSSION TO COMPLETE QUESTION 4 IN THE STUDENT NOTEBOOK.

APPLICATION

1. REMIND THE STUDENTS OF THE **WHO, WHAT, WHERE, WHEN, WHY AND HOW** OF NEWSPAPER STORIES. LET THEM WRITE STORIES FOR HEADLINES LIKE THE FOLLOWING:

   POLICE GO ON STRIKE;
   OFFICER RESCUES CHILD;
   SPECIAL CONSTABLE PRAISED FOR QUICK ACTION;
   OFFICER INJURED PROTECTING ELDER;
   RCMP TO ENLARGE A DETACHMENT IN (YOUR COMMUNITY);
   ETC.

2. HAVE THE STUDENTS BRING IN NEWSPAPER ARTICLES DEALING WITH THE WORK OF THE POLICE. HAVE THEM MAKE A DISPLAY SHOWING THE POLICE AS PROTECTORS OF LIFE AND PROTECTORS OF PROPERTY.

3. HAVE THE STUDENTS PLAN AND PAINT MURALS DEPICTING LAW ENFORCERS AT WORK.

4. SOME STUDENTS MAY WANT TO DEVISE POSTERS WHICH EXPRESS SUPPORT FOR LAW ENFORCERS AND THEIR WORK.

EVALUATION

1. SUCCESSFUL IMPLEMENTATION OF LESSON OBJECTIVES CAN BE DETERMINED THROUGH OBSERVATION OF STUDENT ORAL AND WRITTEN RESPONSES. (STUDENT RESPONSES TO QUESTION 4 OF THE STUDENT NOTEBOOK SHOULD REFLECT THE DEGREE OF SUCCESS OF THE LESSON.)

2. TO DETERMINE WHETHER STUDENTS UNDERSTAND THE ROLE OF THE POLICE OFFICER IN THE COMMUNITY, HAVE STUDENTS COMPLETE THE EVALUATION WORKSHEET ON PAGE 3-37 COLLECT AND GRADE.

3. RECORD STUDENT EFFORT AND ACHIEVEMENT ON THE UNIT EVALUATION CHECKLIST, PAGE 9.

DIFFERENT KINDS OF POLICE OFFICERS AND PERSONS OF AUTHORITY

FEDERAL:

ROYAL CANADIAN MOUNTED POLICE (R.C.M.P.) INCLUDING SPECIAL CONSTABLES
-ENFORCE FEDERAL, PROVINCIAL AND MUNICIPAL LEGISLATION WHERE NECESSARY

IMMIGRATION OFFICIALS
-AFFECT PEOPLE ENTERING COUNTRY

CUSTOMS OFFICERS
-REGULATE PROPERTY ENTERING AND LEAVING THE COUNTRY

TERRITORIAL:

CORRECTIONAL OFFICERS
-CONTROL JAIL OPERATIONS

WILDLIFE OFFICERS
-ENFORCE GAME AND FISH REGULATIONS

HEALTH INSPECTORS
-ENFORCE HEALTH ACT REGULATIONS

LIQUOR INSPECTORS
-CONTROL LICENCING, DISTRIBUTIONS AND RESTRICTIONS INVOLVING LIQUOR WHERE NO MUNCIPAL/HAMLET FORCE OPERATES

FIRE MARSHALLS
-INVESTIGATE FIRES OF SUSPICIOUS CIRCUMSTANCES

PROBATION OFFICERS
-SUPERVISE RESTRICTIONS AND INVOLVEMENTS OF OFFENDERS ON PROBATION

PRINCIPALS
-SUPERVISE ACTIVITIES IN OR RELATING TO SCHOOLS

SCHOOL COMMUNITY COUNSELLORS
-INVESTIGATE TRUANCY AND COUNSEL STUDENTS AND PARENTS

MUNICIPAL/HAMLET

BY-LAW OFFICERS
-MUNICIPAL/HAMLET CONSTABLES WHO ENFORCE SPECIFIC BY-LAWS (E.G. DOG CONTROL)

SOCIAL WORKERS
-PRIMARILY CONCERNED WITH CHILD WELFARE ACT

OTHERS

SECURITY GUARDS
-SECURE VALUABLE PROPERTY AND PREMISES FROM THEFT AND INTRUSION (E.G. STORES, OFFICES, SCHOOL, ETC.)

NOTE: THESE BRIEF DESCRIPTIONS ONLY SUGGEST THE MOST COMMON INVOLVEMENTS OF OFFICIALS CONCERNED....THERE ARE MANY AREAS WHERE AUTHORITIES OVERLAP.

EVALUATION WORKSHEET FOR LESSON #3

SELECT FOUR TYPES OF LAW ENFORCERS FROM YOUR LIST. WRITE ONE IN EACH BOX, AT THE TOP OF THIS SHEET. *COMPLETE THE WORKSHEET BY* ADDING THE NEEDED INFORMATION.

	TYPE OF LAW ENFORCER			
1. UNIFORMED OR PLAIN-CLOTHED?				
2. ARMED OR UNARMED?				
3. POLICE OFFICER OR NON-POLICE OFFICER?				
4. WHAT TYPE OF LAWS ARE ENFORCED?				
5. LEVEL OF GOVERNMENT RESPONSIBLE TO.				
6. AREAS WHERE DUTIES ARE GENERALLY CARRIED OUT.				
7. MAIN DUTIES.				

LESSON 4 SOMETIMES LAW ENFORCERS ARE NOT LIKED AND ARE CALLED UNKIND NAMES

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT SOMETIMES LAW ENFORCERS ARE NOT LIKED AND ARE CALLED UNKIND NAMES.
-UNDERSTAND THE REASONS WHY POLICE OFFICERS ARE SOMETIMES NOT LIKED.
-BE ABLE TO EMPATHIZE WITH POLICE OFFICERS WHEN THEY ARE CALLED UNKIND NAMES AND ARE DISLIKED BY OTHERS.
-BE ABLE TO EMPATHIZE WITH POLICE OFFICERS BY MAKING SUGGESTIONS WHICH WOULD IMPROVE THE WAY SOME PEOPLE FEEL ABOUT THEM.
-BEGIN TO DEVELOP AN AWARENESS OF THE POSITION A POLICE OFFICER SOMETIMES FINDS HIMSELF/HERSELF IN BECAUSE OF THE FEELINGS OF OTHERS.
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

JEALOUSY	IGNORANCE	"LOCAL BAD NAMES" YOUR STUDENTS CALL POLICE
RESENTMENT	OBESE	GROSS
INVESTIGATE	PORTLY	IMPROVE

ENGLISH LANGUAGE PATTERNS

IF YOU WERE A POLICE OFFICER, HOW WOULD YOU FEEL ABOUT BEING CALLED AN UNKIND NAME?

IF I WERE A POLICE OFFICER, I WOULD FEEL _____.

WHY WOULD YOU FEEL (THIS WAY)?

I WOULD FEEL (THIS WAY) BECAUSE _____.

WHY DO YOU THINK PEOPLE SOMETIMES DISLIKE POLICE OFFICERS?

SOMETIMES PEOPLE DISLIKE POLICE OFFICERS BECAUSE _____.

RESOURCES

1) POLICE STUDENT NOTEBOOK, LESSON 4

2) POLICE OFFICERS

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) HAVE THE STUDENTS BRAINSTORM REASONS WHY WE MAY DISLIKE SOMEONE. LEAD THEM TO SUGGEST WORDS LIKE JEALOUSY, ANGER, HATRED, FEAR, RESENTMENT, REVULSION, DIFFERENCE, IGNORANCE, PREJUDICE, RACISM AND SO ON.

b) LEAD THE STUDENTS TO DISCOVER WHY WE MAY OFTEN LABEL SOMEONE WITH UNKIND NAMES.

c) WRITE THESE SYNONYMS FOR "FAT" ON THE BOARD:
OBESE, PORTLY, PLUMP, CHUBBY, GROSS, STOUT, HEAVY, OVERWEIGHT

HAVE STUDENTS SELECT ONE WORD (FROM THE LIST) THAT THEY WOULD USE TO DESCRIBE SOMEONE WHO IS DEAR TO THEM AND WHOSE FEELINGS THEY DO NOT WANT TO HURT SUCH AS A BEST FRIEND. CONVERSELY, HAVE THEM SELECT THE WORD THEY WOULD USE TO DESCRIBE SOMEONE WHOM THEY DISLIKE SUCH AS A HATED ENEMY. LEAD THEM TO CONCLUDE THAT WE RESERVE POSITIVE TERMS FOR THOSE WE LIKE, BUT WE ATTACH UNKIND LABELS TO THOSE WE HATE OR DISLIKE.

d) TO REINFORCE VOCABULARY FOR THIS LESSON PLAY TENNIS ELBOW FOOT: PLAYER "A" SAYS A WORD. WITHIN A SET TIME LIMIT (5 SECONDS), PLAYER "B" MUST SAY A WORD THAT CONNECTS WITH THE FIRST IN SOME WAY. THEN PLAYER "C" MUST THINK OF A WORD TO CONNECT WITH THE SECOND WORD, AND SO ON. AT ANY POINT A PLAYER MAY CHALLENGE THE CONNECTION OF ANOTHER PLAYER'S WORD. THE CHALLENGED PLAYER MUST THEN EXPLAIN THE CONNECTION S/HE MADE.

e) ASK STUDENTS TO THINK OF THE NEGATIVE OR UNKIND NAMES WHICH THEY HAVE HEARD LAW ENFORCERS CALLED.

f) HAVE THEM WORK IN SMALL GROUPS TO PLAN SKITS IN WHICH LAW ENFORCERS ARE CALLED NAMES. LEAD THE NAME CALLER AND THE LAW ENFORCERS TO EXPRESS THE WAY THEY FEEL BY APPROPRIATE GESTURES, FACIAL EXPRESSIONS AND VOICE. USE THE FOLLOWING WORD LISTS TO HELP STUDENTS IDENTIFY APPROPRIATE FEELINGS.

HAPPY	SCARED	ANGRY	SAD
JOYFUL	WORRIED	ANNOYED	DEPRESSED
THRILLED	TERRIFIED	IRRITATED	DOWN
PLEASED	TREMBLY	FURIOUS	GLOOMY
CHEERFUL	COWARDLY	MAD	QUIET
COMFORTABLE	UNEASY	BITTER	DARK
LIGHT-HEARTED	EMBARRASSED	BOILING	CHEERLESS
SPARKLING	NERVOUS	SUSPICIOUS	DREARY
JOKING	UPTIGHT	UNCERTAIN	EMPTY
WARM	INSECURE	QUESTIONING	LONELY
SILLY	ANXIOUS	JEALOUS	OUT OF SORTS

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

1. (CONT'D)

g) CONDUCT A QUESTION AND ANSWER CHAIN DRILL USING THE SITUATIONS FROM f):

THE TEACHER ASKS THE FIRST STUDENT,
IF YOU WERE A POLICE OFFICER, HOW WOULD YOU FEEL ABOUT BEING CALLED AN UNKIND NAME?
FIRST STUDENT ANSWERS,
IF I WERE A POLICE OFFICER I WOULD FEEL _____.
THEN FIRST STUDENT ASKS THE NEXT STUDENT,
IF YOU WERE A POLICE OFFICER, HOW WOULD YOU FEEL ABOUT BEING CALLED AN UNKIND NAME?
S/HE ANSWERS,
IF I WERE A POLICE OFFICER I WOULD FEEL _____.

CONTINUE UNTIL ALL STUDENTS HAVE HAD A TURN. THE FOLLOWING SENTENCE PATTERN CAN ALSO BE USED AS PART OF THE CHAIN DRILL.

WHY WOULD YOU FEEL (THIS WAY)?

I WOULD FEEL (THIS WAY) BECAUSE _____.

NOTE: *THE FOLLOWING INFORMATION SHOULD BE BROUGHT INTO THE CLASS IF POSSIBLE BY A POLICE OFFICER OR SPECIAL CONSTABLE.*

A POLICE OFFICER SHOULD REMEMBER THAT HE OR SHE IS A PROFESSIONAL AND SHOULD ACT ACCORDINGLY. IF A NEGATIVE NAME REALLY BOTHERS AN OFFICER, THE OFFICER SHOULD NOT LET THE NAME DICTATE HIS BEHAVIOUR. THAT IS HE SHOULD NOT BECOME EMOTIONAL BUT SHOULD DETACH THE NAME FROM WHAT IS ACTUALLY HAPPENING.

THE FOLLOWING ARE VARIOUS COURSES OF ACTION THAT A POLICE OFFICER COULD FOLLOW WHEN CALLED A NEGATIVE NAME.

1) **IGNORE IT** - IF A POLICE OFFICER CAN IGNORE A NEGATIVE NAME, THE OFFICER AVOIDS VARIOUS POSSIBLE NEGATIVE CONSEQUENCES SUCH AS:
   a) BEING CALLED MORE UNKIND NAMES.
   b) GIVING CREDIBILITY TO THE NAME CALLER BY ACTING IN A WAY THAT IS CONSISTENT WITH THE VIEW THAT THE NAME CALLER HAS OF POLICE OFFICERS.
   c) GIVING A MORE NEGATIVE VIEW OF HIMSELF WHICH MIGHT FOLLOW IF THE OFFICER TOOK A PARTICULAR ACTION BASED ON HIS EMOTIONAL RESPONSE.
   d) INCREASING THE LIKELIHOOD THAT PUBLIC REACTION MIGHT SIDE WITH THE NAME CALLER.

   BY IGNORING NAME CALLING THE OFFICER INCREASES THE CHANCES OF PRODUCING THE FOLLOWING POSITIVE CONSEQUENCES:
   a) SINCE NAME CALLING MAY BE USED TO BUILD UP THE SELF-ESTEEM OF THE NAME CALLER IN THE VIEW OF HIS PEER GROUP, THE NAME CALLER IS REALLY ADDRESSING HIS REMARKS TO HIS PEER GROUP AND NOT DIRECTLY AT THE POLICE OFFICER. THE OFFICER IS REALLY A THIRD PARTY WHO IS BEING USED IN ORDER THAT AN INDIVIDUAL CAN SHOW OFF IN FRONT OF HIS FRIENDS. BY IGNORING THE NAME CALLING THE OFFICER GIVES NO CREDIBILITY TO THE LEADERSHIP ROLE OF THE NAME CALLER WITH HIS PEER GROUP AND THEREFORE, THE NAME CALLER REALIZES THAT HIS METHOD OF SHOWING OFF IS INEFFECTIVE.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

1. ***NOTE:*** (CONT'D)

1)(CONT'D)

b) SOMETIMES, IF A NAME CALLER IS ALLOWED TO VENT HIS FEELINGS AND GET THINGS OFF HIS CHEST IMMEDIATELY, AN ESCALATION FROM THE VERBAL TO THE PHYSICAL WILL BE AVOIDED.

c) OTHER POTENTIAL NAME CALLERS MAY BE DISCOURAGED FROM CARRYING ON IN THE SAME MANNER.

d) THE POLICE OFFICER WILL HAVE A GOOD FEELING ABOUT HIMSELF AS A PROFESSIONAL WHO PERFORMS HIS ROLE IN AN OBJECTIVE MANNER.

e) THE PUBLIC IN GENERAL WILL HAVE MORE RESPECT FOR THE POLICE OFFICER.

2) IF AT ALL POSSIBLE, AN OFFICER SHOULD TRY TO EXPLAIN HIS/HER BEHAVIOUR TO THOSE CALLING NAMES:

FOR EXAMPLE, IF A POLICE OFFICER IS INVOLVED IN PHYSICALLY DETAINING SOMEONE, AND OTHERS ARE CALLING THE OFFICER NAMES, THE OFFICER MIGHT EXPLAIN TO THE NAME CALLERS WHY S/HE IS PHYSICALLY DETAINING THE INDIVIDUAL.

3) IF AT ALL POSSIBLE, AN OFFICER SHOULD TRY TO FIND OUT WHY THE NAME CALLING IS BEING DIRECTED TOWARD HER/HIM:

IF AN OFFICER CAN BE OBJECTIVE AND ANALYZE THE SITUATION, USUALLY THE OFFICER CAN UNDERSTAND WHY THE NAME CALLING IS TAKING PLACE.

4) A POLICE OFFICER SHOULD NOT TAKE NAME CALLING PERSONALLY:

THE POLICE OFFICER SHOULD TRY TO REMEMBER THAT THE NAME CALLING IS USUALLY DIRECTED AT THE AUTHORITY POSITION THAT THE POLICE OFFICER REPRESENTS NOT AT THE POLICE OFFICER AS AN INDIVIDUAL HUMAN BEING.

5) IT SHOULD BE NOTED THAT POLICE OFFICERS MAY SOMETIMES PROVOKE NEGATIVE NAME CALLING AS A RESPONSE TO HOW THE INDIVIDUAL OFFICER IS BEHAVING OR HAS BEHAVED IN THE PAST. IN THIS CASE THE OFFICER SHOULD BE REALISTIC, ACCEPT THE NEGATIVE CRITICISM AND THEN TRY TO CHANGE HIS BEHAVIOUR IN ORDER THAT SUCH NEGATIVE NAME CALLING DOESN'T TAKE PLACE IN THE FUTURE. IT SHOULD BE NOTED THAT NAME CALLING ISN'T APPROPRIATE NO MATTER HOW THE PERSON BEHAVES.

---

h) HAVE STUDENTS SUMMARIZE BY COMPLETING QUESTION 1 IN THE STUDENT NOTEBOOK. LEAD THEM INTO A DISCUSSION OF THEIR RESPONSES, ESPECIALLY OF (c) AND (d). MODEL RESPONSES USING THE SENTENCE PATTERNS AND THE VOCABULARY.

2.

a) REMIND THE STUDENTS OF THE REASONS THEY SUGGESTED IN CE/LE/LP 1a) ABOUT WHY A PERSON MAY BE DISLIKED AND HOW THIS DISLIKE IS SOMETIMES EXPRESSED BY LABELLING THE PERSON WITH UNKIND NAMES.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2. (CONT'D)

b) HAVE STUDENTS WORK IN GROUPS TO BRAINSTORM REASONS WHY LAW ENFORCERS MAY NOT BE LIKED. BEFORE THEY GO INTO GROUPS THE TEACHER MODELS THE FOLLOWING SENTENCE PATTERN;

WHY DO YOU THINK PEOPLE SOMETIMES DISLIKE POLICE OFFICERS?

SOMETIMES PEOPLE DISLIKE POLICE OFFICERS BECAUSE (TEACHER PROVIDES A REASON).

THE TEACHER MODELS FIVE TO TEN PAIRS OF QUESTIONS AND ANSWERS AS ABOVE. STUDENTS LISTEN FOR THE TEACHER'S ANSWERS. IF THE ANSWER IS MEANINGFUL (EG., ... BECAUSE THEY THINK THEY ARE BULLIES) STUDENTS REMAIN SILENT. IF THE ANSWER IS INCOMPREHENSIBLE (E.G., ... BECAUSE THEY HAVE FLAT FEET) STUDENTS YELL "NONSENSE". WRITE THE SENTENCE PATTERN ON THE BLACKBOARD TO ASSIST THE STUDENTS IN THEIR BRAINSTORMING GROUPS.

c) AT THE END OF THE BRAINSTORMING SESSION, USE EACH GROUP'S SUGGESTIONS TO COMPILE A CHART ENTITLED "REASONS WHY LAW ENFORCERS ARE DISLIKED". GET THE STUDENTS TO TALK ABOUT THE REASONS. HAVE THEM SUGGEST THOSE WHICH MAY BE VALID AND THOSE WHICH MAY NOT BE.

d) BASED ON IDEAS BRAINSTORMED BY STUDENTS AND ON THE NEEDS OF YOUR STUDENTS AND COMMUNITY CHOOSE APPROXIMATELY FIVE SCENARIOS FROM THOSE PRESENTED BELOW. MAKE COPIES AND PRESENT THEM TO THE CLASS FOR ANALYSIS THROUGH DISCUSSION.

NOTE: *THIS KIND OF DISCUSSION WOULD BE GREATLY ENHANCED BY THE PRESENCE OF A POLICE OFFICER. IT IS IMPORTANT TO REMEMBER THAT IN ANY SUCH DISCUSSION OPEN AND HONEST DIALOGUE IS REQUIRED IN AN ATTEMPT TO TRULY UNDERSTAND THE REASONS WHY SOME POLICE OFFICERS ARE SOMETIMES DISLIKED. THE VOCABULARY IN THE SCENARIOS MAY BE TOO DIFFICULT FOR YOUR STUDENTS. PLEASE PREVIEW AND ADAPT TO YOUR STUDENTS' NEEDS BEFORE MAKING COPIES FOR THEM. PLEASE KEEP REMINDING THE STUDENTS THAT THIS APPLIES TO SOME LAW ENFORCERS AND NOT TO ALL OF THEM.*

REASONS WHY PEOPLE SOMETIMES DISLIKE POLICE OFFICERS

SOMETIMES SOME POLICE OFFICERS ARE ARROGANT.

SPECIAL CONSTABLE BROWN WALKED DOWN THE STREET IN AN OVER-CONFIDENT MANNER. HE GAVE PEOPLE THE IMPRESSION THAT HE THOUGHT HE WAS SUPERIOR TO THEM BECAUSE HE WAS WEARING A UNIFORM AND A BADGE.

SOMETIMES SOME POLICE OFFICERS USE POOR JUDGEMENT WHEN DEALING WITH PEOPLE.

MR. MACKENZIE PHONED THE POLICE SAYING THAT SOMEONE WAS IN HIS BACKYARD. WHEN OFFICER WRIGHT ASKED MR. MACKENZIE WHAT HE SAW, MR. MACKENZIE COULDN'T MAKE OFFICER WRIGHT UNDERSTAND WHAT HE SAW BECAUSE HE COULDN'T SPEAK ENGLISH VERY WELL. SO OFFICER WRIGHT THOUGHT MR. MACKENZIE WAS JUST A LONELY OLD MAN WHO WANTED SOMEONE TO TALK TO. LATER THAT EVENING MR. MACKENZIE WAS ROBBED AND BEATEN SEVERELY.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

2. (CONT'D)

SOMETIMES SOME POLICE OFFICERS SHOW UNNECESSARY BIAS TOWARDS ONE GROUP OR ANOTHER.

FOR SEVERAL MONTHS OFFICER TOMKIN HAD BEEN WORKING WITH VANDALISM CASES WHICH INVOLVED KIDS FROM THE NORTH END OF THE COMMUNITY. ONE NIGHT HE SAW A GROUP OF KIDS HANGING AROUND THE CO-OP, WHERE VANDALISM HAD HAPPENED IN THE PAST. HE STOPPED THE KIDS AND ASKED WHAT THEY WERE DOING THERE. AS HE QUESTIONED THEM, THE CO-OP MANAGER CAME OUT OF HIS STORE YELLING THAT SOMEONE HAD SPRAY PAINTED OBSCENE WORDS ON HIS WINDOW. OFFICER TOMKIN ACCUSED THE KIDS OF VANDALISM AND TOLD THEM TO LEAVE THE AREA. THE KIDS SAID THEY DIDN'T DO IT BUT OFFICER TOMKIN DID NOT BELIEVE THEM BECAUSE HE THOUGHT THAT ALL KIDS FROM THE NORTH END WERE VANDALS.

SOMETIMES SOME POLICE OFFICERS COME ON TOO STRONG WHEN IT IS NOT NECESSARY TO DO SO.

WHILE TWO KIDS WERE BEING QUESTIONED ABOUT AN ACCIDENT THEY HAD WITNESSED, ONE OF THE KIDS TRIED TO OFFER A SUGGESTION WHICH HE THOUGHT WOULD BE HELPFUL TO THE INVESTIGATING OFFICER. RATHER THAN LISTENING TO THE SUGGESTION, THE OFFICER CUT OFF THE KID BY SAYING, "DON'T SPEAK UNTIL YOU ARE SPOKEN TO."

SOMETIMES A POLICE OFFICER MAY NOT HAVE BEEN TRAINED PROPERLY FOR THE JOB THAT HE/SHE HAS TO DO.

POLICE OFFICER MANCK WAS ASKED TO SPEAK TO A GROUP OF STUDENTS AT THE SCHOOL. OFFICER MANCK SPOKE TOO LONG AND USED MANY WORDS WHICH THE STUDENTS DIDN'T UNDERSTAND. THE TEACHERS OF THE SCHOOL DECIDED THAT THEY WOULDN'T HAVE POLICE OFFICERS AS SPEAKERS ANYMORE BECAUSE THEY WEREN'T TRAINED SPEAKERS WHO COULD KEEP THE STUDENTS INTERESTED IN WHAT THEY WERE SAYING.

SOMETIMES PEOPLE HAVE LOW SELF-ESTEEM AND THEY VIEW POLICE OFFICERS AS HAVING HIGH SELF-ESTEEM. THEREFORE, THEY RESENT THE QUALITIES THAT POLICE OFFICERS MAY HAVE (THAT THEY FEEL THEY DO NOT HAVE).

BILL WHO IS ONLY FIVE FOOT THREE DISLIKES PEOPLE WHO ARE TALLER THAN HE IS BECAUSE IN THE PAST TALLER PEOPLE HAVE ALWAYS PICKED ON HIM. AS A RESULT, HE VIEWS POLICE OFFICERS AS TALL PEOPLE WHO THINK THEY ARE BETTER THAN HE IS. WHENEVER BILL SEES POLICE OFFICERS HE CURSES THEM UNDER HIS BREATH.

SOMETIMES SOME PEOPLE RESENT AUTHORITY OR ANYONE WHO SEEMS TO HAVE CONTROL OVER THEIR LIVES. TO THESE PEOPLE POLICE OFFICERS REPRESENT A LIMITATION ON THEIR RIGHTS AND FREEDOMS.

EVER SINCE POLICE OFFICERS ARRESTED HIS OLDER BROTHER FOR SELLING DRUGS AT HIS SCHOOL, GEORGE HAS DISLIKED POLICE OFFICERS. GEORGE MISSES HIS BROTHER WHO IS SERVING TIME IN THE CORRECTIONAL CENTRE. HE BLAMES THE POLICE FOR TAKING HIS BROTHER AWAY FROM HIM.

SOMETIMES SOME POLICE OFFICERS ARE ABLE TO GET AWAY WITH SOME THINGS THAT OTHER PEOPLE CANNOT GET AWAY WITH.

OFFICER BROWN STOPPED HIS FORMER PARTNER, OFFICER PURCHASE, WHILE HE WAS OFF DUTY FOR DRIVING OVER THE SPEED LIMIT. BOTH MEN TALKED ABOUT PAST TIMES BEFORE OFFICER BROWN TOLD HIS FORMER PARTNER TO DRIVE MORE CAREFULLY.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2. (CONT'D)

SOMETIMES SOME PEOPLE THINK THAT POLICE OFFICERS SHOULD MIND THEIR OWN BUSINESS AND NOT INTERFERE IN THINGS THAT THEY FEEL DO NOT CONCERN THEM.

SPECIAL CONSTABLE CLEARY LIVES IN AN AREA WHERE KIDS PLAY STREET HOCKEY. RESIDENTS WITH NO KIDS KEEP ASKING SPECIAL CONSTABLE CLEARY TO STOP THE KIDS FROM PLAYING AS THEY CONSIDER IT TO BE DANGEROUS FOR THE KIDS AND A NUISANCE FOR THEM. EACH TIME SPECIAL CONSTABLE CLEARY TELLS THE KIDS TO PLAY IN THE SCHOOLYARD AND NOT ON THE STREET, THE PARENTS OF THE KIDS ACCUSE HIM OF INTERFERING WITH THEIR KIDS FUN. THEY TELL SPECIAL CONSTABLE CLEARY TO GET OFF HIS HIGH HORSE AND STOP ACTING LIKE A COP AND MORE LIKE A NEIGHBOUR.

SOMETIMES SOME POLICE OFFICERS ARE SEEN AS USING THEIR POSITION OF AUTHORITY FOR SELF-GAIN.

OFFICER KINCAID ALWAYS WEARS HIS UNIFORM WHEN SHOPPING. OFFICER KINCAID REALIZED FROM PAST EXPERIENCE THAT HE CAN GET FAST AND GOOD SERVICE IF HE IS WEARING HIS UNIFORM.

SOMETIMES SOME POLICE ARE RESENTED FOR ENFORCING AN UNPOPULAR LAW.

MR. CONNELLY, LIKE MANY PEOPLE, HAD ALCOHOL IN HIS HOUSE. SEVERAL MONTHS AGO, A LAW WAS PASSED PROHIBITING ALCOHOL IN THE COMMUNITY. MR. CONNELLY REFUSED TO STOP, THINKING THAT NOT BEING ABLE TO DRINK INFRINGED ON HIS PERSONAL RIGHTS. BESIDES HE WASN'T CAUSING ANY TROUBLE. LAST WEEK MR. CONNELLY WAS FOUND WITH ALCOHOL. MR. CONNELLY BECAME VERY ANGRY AT THE OFFICER GIVING HIM THE TICKET FOR ENFORCING A LAW WHICH HE VIEWED AS RIDICULOUS. EVEN THOUGH MR. CONNELLY KNEW WHAT THE LAW WAS, HE FELT HE WAS UNJUSTLY TREATED BY THE POLICE. THIS TICKET REINFORCED MR. CONNELLY'S VIEW OF THE POLICE AS PEOPLE WHO HELP THE GOVERNMENT RIP OFF THE PUBLIC.

SOMETIMES SOME POLICE OFFICERS ARE SEEN AS CONTINUALLY HARASSING SPECIFIC GROUPS.

MR. RANKIN HAS ALWAYS DRIVEN ELAN SKIDOOS. RECENTLY HE BOUGHT AN EXPENSIVE PHASAR SKIDOO. HE HAS NOTICED THAT WHEN HE DRIVES HIS ELAN HE ISN'T STOPPED BY THE POLICE. HOWEVER, WHENEVER HE DRIVES HIS NEW SKIDOO, HE IS CONSTANTLY STOPPED BY OFFICERS WHO SEEM TO WANT TO TALK AND GET INFORMATION ABOUT THE SKIDOO. MR. RANKIN RESENTS POLICE OFFICERS STOPPING HIM AND WASTING HIS TIME WHEN HE HAS NOT DONE ANYTHING WRONG.

SOMETIMES POLICE OFFICERS HAVE TO USE FORCE TO CARRY OUT THEIR DUTIES.

WHILE PATROLLING HIS COMMUNITY, SPECIAL CONSTABLE PITSIULAQ SPOTTED A DRUNK STAGGERING BACK AND FORTH ACROSS THE STREET. SPECIAL CONSTABLE PITSIULAQ WENT OVER TO THE WOMAN AND TOOK HER BY THE ARM LEADING HER AWAY FROM THE ROAD. SPECIAL CONSTABLE PITSIULAQ ASKED THE WOMAN TO REMAIN WITH HIM WHILE HE PHONED THE STATION FOR ASSISTANCE. WHILE MAKING THE CALL, THE WOMAN MANAGED TO STAGGER ONTO THE ROAD CAUSING A CAR TO DRIVE INTO A SNOW BANK. IMMEDIATELY, SPECIAL CONSTABLE PITSIULAQ RAN OVER, GRABBED THE WOMAN AND TRIED TO TAKE HER FROM THE ROAD. AS HE DID THIS, SHE KICKED AND PUNCHED HIM. SPECIAL CONSTABLE PITSIULAQ RESPONDED BY SHAKING THE WOMAN. FINALLY OFFICER PITSIULAQ WAS ABLE TO HANDCUFF HER TO THE TRUCK. AS HE DID SO HE YELLED AT HER TO STAY PUT. SOME PEDESTRIANS WHO HAPPENED TO BE PASSING WERE DISGUSTED WITH THE WAY SPECIAL CONSTABLE PITSIULAQ TREATED THE WOMAN.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

(CONT'D)

2.(CONT'D)

SOMETIMES SOME POLICE OFFICERS ARE VIEWED AS BEING LAZY.

FOR SEVERAL DAYS NCPC WORKERS HAVE NOTICED THAT A POLICE OFFICER HAS BEEN PARKED AT THE EDGE OF TOWN, BESIDE THE NCPC PLANT. HE USUALLY STAYS THERE FOR ABOUT AN HOUR IN THE MORNING AND THE SAME LENGTH OF TIME IN THE AFTERNOON. EACH TIME ONE OF THE WORKERS PASSES BY THE POLICE TRUCK, THEY NOTICE THE OFFICER EITHER EATING COOKIES AND DRINKING COFFEE OR WRITING. MANY OF THE WORKERS IN TALKING TO EACH OTHER ARE CONVINCED THAT THE OFFICER IS TAKING A LONG COFFEE BREAK. THEY RESENT HIM WASTING TIME AND MONEY. UNKNOWN TO THEM, SEVERAL COMPLAINTS HAD BEEN RECEIVED BY THE POLICE DEPARTMENT REGARDING POLAR BEAR SIGHTINGS BEING CLOSE AND FREQUENT. WHILE THE POLICE OFFICER WAS ONLY DOING HIS DUTY, HE WAS VIEWED BY OTHERS AS A LAZY, IRRESPONSIBLE OFFICER. AS A RESULT, SEVERAL PEOPLE PHONED THE POLICE DEPARTMENT COMPLAINING ABOUT THE OFFICER SAYING THAT HE SHOULD BE OUT CATCHING CRIMINALS NOT PARKED.

SOMETIMES THE MASS MEDIA (T.V., RADIO, NEWSPAPERS) MAY REINFORCE NEGATIVE FEELINGS THAT PEOPLE HAVE ABOUT POLICE.

LAST NIGHT TOM WAS INTERVIEWED BY C.B.C. BECAUSE HE SAID HE WAS BRUTALLY BEATEN BY POLICE OFFICERS AFTER BEING ARRESTED AND BROUGHT TO THE POLICE STATION. THE CAMERA SHOWED TOM'S WELTS AND CUTS ON HIS BACK AS HE TOLD HOW THE POLICE OFFICERS KICKED AND BEAT HIM FOR MORE THAN HALF AN HOUR. FOLLOWING THE INTERVIEW, A T.V. COMMENTATOR DESCRIBED OTHER INCIDENTS OF POLICE BRUTALITY AND ASKED HIS AUDIENCE, "WHEN WILL THIS POLICE VIOLENCE ON INNOCENT VICTIMS BE STOPPED?" EARLIER THIS MORNING, AFTER AN INTERNAL POLICE INVESTIGATION, IT WAS FOUND THAT TOM RECEIVED HIS BEATING AT A PARTY. C.B.C. WAS TOLD OF THE POLICE FINDINGS AND SAID THAT THEY WOULD REPORT THE FINDINGS ON THE NEWS. WHILE C.B.C. DID REPORT THE FACTS ON TOM, MANY VIEWERS HAD ALREADY FORMULATED THEIR OPINIONS AND GONE TO THE LOCAL NEWSPAPER DEMANDING A CRACK DOWN ON POLICE BRUTALITY. AS A RESULT OF READER RESPONSE THE LOCAL NEWSPAPER RAN A SPECIAL EDITION DEALING WITH POLICE BRUTALITY, RE-EXAMINING EVERY CASE OF POLICE BRUTALITY FOR THE PAST TEN YEARS. THIS MEDIA EXPOSURE ABOUT POLICE BRUTALITY INCREASED PUBLIC FEARS CONCERNING MISUSE OF POLICE POWERS. WHILE THERE HAVE BEEN OUTRIGHT CASES WHERE POLICE BRUTALITY HAS OCCURRED, THESE CASES ARE INFREQUENT AND ARE USUALLY HANDLED INTERNALLY BY THE POLICE DEPARTMENT. POLICE OFFICERS ARE NOT ONLY SUBJECT TO THE LAWS OF THE LAND, BUT ARE ALSO SUBJECT TO THE POLICE ACT WHICH DEALS IN A VERY STRICT MANNER WITH POLICE OFFICERS MISUSING THE POWERS WHICH THE LAW GIVES THEM.

3.

a) HAVE STUDENTS WORK IN THE SAME SMALL GROUPS AS THEY DID FOR CD/LE/LP 2 b). REFERRING TO THE CHART COMPILED IN CD/LE/LP 2 c) HAVE EACH GROUP MAKE SUGGESTIONS AS TO HOW THESE REASONS ON THE CHART MIGHT BE ERADICATED AS ONES WHICH FOSTER DISLIKE FOR LAW ENFORCERS. EACH GROUP CAN CHOOSE SEVERAL REASONS TO DISCUSS. AT THE END OF THE SESSION LET THEM POOL THEIR IDEAS AND RECORD THESE IN A CHART OF "SUGGESTIONS TO HELP POLICE OFFICERS IMPROVE THEIR IMAGE IN OUR COMMUNITY".

b) HAVE THE STUDENTS DISCUSS THEIR SUGGESTIONS. LET THEM TALK ABOUT THE NEGATIVE OR POSITIVE CONSEQUENCES OF THEIR SUGGESTIONS, AND OF THE PEOPLE WHO MIGHT BE AFFECTED BY THEM.

c) THE STUDENTS MAY THEN COMPLETE QUESTION 2 IN THE STUDENT NOTEBOOK, INDEPENDENTLY.

APPLICATION

1. STUDENTS MAY UNDERTAKE A RESEARCH PROJECT IN WHICH THEY ATTEMPT TO DISCOVER THE EXTENT OF POSITIVE/NEGATIVE FEELINGS OF LAW ENFORCERS IN THEIR COMMUNITY AND THE ROOTS OF THESE FEELINGS. THEY MAY WORK IN GROUPS TO DEVISE THE QUESTIONNAIRES AND METHODS FOR OBTAINING DATA. THEY MAY THEN ANALYZE THE INFORMATION OBTAINED AND PRESENT IT IN GRAPH FORM.

2. THE STUDENTS MAY PLAN A CAMPAIGN TO HELP BOLSTER THE IMAGE OF LAW ENFORCERS HELD BY STUDENTS IN THEIR SCHOOL. ONE APPROACH MAY BE TO MAKE A GIANT CUT-OUT OF A LAW ENFORCER AND HANG IT UP ON A WALL IN THE SCHOOL'S LOBBY. THEY MAY THEN FILL UP THE SPACE AROUND THE CUT-OUT WITH STORIES, POEMS, POSTERS, ETC. WHICH CARRY A MESSAGE SUCH AS "LAW ENFORCERS ARE TOPS IN OUR COMMUNITY."

3. STUDENTS MAY BE REMINDED THAT A COAT-OF-ARMS IS AN EMBLEM THAT SHOWS WHAT A PERSON OR GROUP STANDS FOR. ENCOURAGE THEM TO WORK IN GROUPS TO CREATE A LARGE COAT-OF-ARMS WHICH SHOWS LAW ENFORCERS AS A POSITIVE FORCE IN THE COMMUNITY.

EVALUATION

1. HAVE THE STUDENTS PLAN AND WRITE A LETTER TO THE POLICE SUGGESTING WAYS IN WHICH THE IMAGE OF LAW ENFORCERS IN THE COMMUNITY MAY BE IMPROVED. THE CONTENT OF THE LETTER SHOULD BE THE BASIS ON WHICH THE TEACHER MAKES AN EVALUATION OF THE STUDENTS AWARENESS OF AND EMPATHY FOR LAW ENFORCERS AS A GROUP THAT IS OFTEN UNFAIRLY TREATED.

2. UTILIZE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 5 POLICE OFFICERS ARE NOT PERFECT, SOMETIMES THEY MAKE MISTAKES

OBJECTIVES

STUDENTS WILL:
-UNDERSTAND THAT POLICE OFFICERS, LIKE ALL PEOPLE, SOMETIMES MAKE MISTAKES.
-UNDERSTAND THAT IT IS IMPORTANT FOR CITIZENS TO BE CONCERNED WHEN A POLICE OFFICER MAKES A MISTAKE.
-BE ABLE TO EMPATHIZE WITH THE PEOPLE INVOLVED IN A SITUATION IN WHICH A POLICE OFFICER MAKES A MISTAKE.
-DEVELOP EMPATHY FOR POLICE OFFICERS AND CITIZENS WHO ARE AFFECTED BY THE POLICE OFFICER'S ATTEMPT TO ENFORCE THE LAW.
-DEVELOP A POSITIVE ATTITUDE TOWARD LAW ENFORCEMENT.
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

COLLISION	STATEMENT	IMPAIRED
DISMISSED	BREATHALIZER	CROWN WITNESS
INVOLVED	CONCERNED	

ENGLISH SENTENCE PATTERNS

WHAT ARE THE FACTS IN THIS SITUATION?

ONE OF THE FACTS IN THIS SITUATION IS THAT _____.

HOW WOULD EACH PERSON INVOLVED FEEL? WHY WOULD S/HE FEEL THIS WAY?

_____ WOULD FEEL _____ BECAUSE _____.

WHEN A POLICE OFFICER MAKES A MISTAKE WHY IS IT IMPORTANT FOR A PERSON TO BE CONCERNED?

IT IS IMPORTANT FOR A PERSON TO BE CONCERNED BECAUSE _____.

WHAT ACTION COULD A PERSON TAKE?

A PERSON COULD _____.

RESOURCES

1) POLICE STUDENT NOTEBOOK - LESSON #5

2) LAWYER, LAW ENFORCER
-IF AVAILABLE, A LAWYER, POLICE OFFICER, OR SPECIAL CONSTABLE COULD BE INVITED INTO THE CLASSROOM TO EXPLAIN ASPECTS OF THE LAW AS IT AFFECTS THE LAYING OF CHARGES IN TRAFFIC ACCIDENTS AND OTHER CASES.

RESOURCES (CONT'D)

3) EXAMINATION COPIES OF:
-MOTOR VEHICLE ACCIDENT REPORT
-COLLISION STATEMENT
THESE FORMS ARE OBTAINABLE FROM THE R.C.M.P. AND ARE INTENDED TO BE USED FOR EXAMINATION PURPOSES. STUDENTS SHOULD BE ASKED NOT TO MAKE ANY MARKS ON THE FORMS WHILE EXAMINING THEM.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) MAKE OVERHEAD TRANSPARENCIES OF THE MOTOR VEHICLE ACCIDENT REPORT AND THE COLLISION STATEMENT. ASK STUDENTS TO ITEMIZE THE DIFFERENT KINDS OF INFORMATION WHICH MUST BE INCLUDED ON EACH FORM. MAKE A LIST OF SOME OF THESE ON THE BOARD.

b) ASK THE STUDENTS TO TELL WHICH BITS OF INFORMATION WOULD BE MOST IMPORTANT. REMIND THEM OF THE PURPOSE FOR THE FORMS AND ASK THEM TO SUGGEST WHAT TYPE OF INFORMATION, IF ANY, MAY BE LEFT OUT.

NOTE: *THE STUDENTS SHOULD BE MADE AWARE OF THE INTRICATE NATURE OF THE FORMS - ESPECIALLY THE MOTOR VEHICLE ACCIDENT REPORT. THEY SHOULD ALSO SEE THAT ALL THE INFORMATION CALLED FOR IS EQUALLY PERTINENT AND THAT NONE SHOULD REALLY BE LEFT OUT. ELICIT FROM THEM WHY ERRORS MAY BE MADE IN FILLING THEM OUT.*

2.

a) POINT OUT THE SITUATION AT THE TOP OF PAGE 10 OF THE STUDENT NOTEBOOK. HAVE THE STUDENTS READ SILENTLY TO DETERMINE THE MAIN IDEA.

NOTE: *THIS STORY IS VERY BLACK AND WHITE. IT HAS BEEN WRITTEN THIS WAY FOR THE BENEFIT OF GETTING THE IDEA ACROSS TO THE STUDENTS.*

b) AFTER THEY HAVE COMPLETED THE READING, ASK THE STUDENTS TO STATE IN ONE SENTENCE, WHAT THE MAIN IDEA OF THE STORY IS. A SENTENCE LIKE THE FOLLOWING SHOULD SUFFICE.

> "A POLICE OFFICER CHARGED A DRIVER WITH IMPAIRED DRIVING BUT WHEN THE CASE WAS BROUGHT TO COURT, THE DRIVER WAS DISMISSED BECAUSE THE OFFICER WROTE DOWN THE WRONG LICENSE NUMBER FOR HIS TRUCK."

c) IN ORDER TO ANSWER THE QUESTION - "WHAT ARE THE FACTS IN THIS SITUATION?", CONDUCT AN ACTIVITY WHERE THE TEACHER FIRST READS THE SITUATION AND THEN SAYS FIVE TO TEN STATEMENTS (FALSE OR TRUE). IF A GIVEN STATEMENT IS TRUE THE STUDENTS REPEAT IT; IF IT IS FALSE THE STUDENTS CORRECT IT. THEN RECORD THE CORRECT AND CORRECTED STATEMENTS ON THE BLACKBOARD WHILE THE STUDENTS RECORD THEM IN THE STUDENT NOTEBOOK.

E.G., TEACHER - WHAT ARE THE FACTS IN THIS SITUATION?

TEACHER - ONE OF THE FACTS IN THIS SITUATION IS THAT THE CAR STOPPED AT THE STOP SIGN.
(CORRECT, THEREFORE STUDENTS REPEAT AND RECORD.)

TEACHER - ONE OF THE FACTS OF THIS SITUATION IS THAT THE TRUCK HIT THE CAR SIDEWAYS.
(INCORRECT, THEREFORE THE STUDENTS CORRECT IT, REPEAT IT, AND RECORD IT.)

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2.

c) (CONT'D)

FACTS MIGHT INCLUDE:
- -CAR STOPPED AT STOP SIGN
- -TRUCK RAMMED FROM BEHIND BY OTHER CAR
- -INVESTIGATING OFFICER TOOK STATEMENTS
- -BREATHALIZER TEST GIVEN TO SECOND DRIVER
- -DRIVER CHARGED WITH IMPAIRED DRIVING
- -FIRST DRIVER APPEARED AS CROWN WITNESS
- -POLICE OFFICER MADE A MISTAKE
- -CHARGE OF IMPAIRED DRIVING DISMISSED

NOTE: ENSURE STUDENTS ARE GIVING THE FACTS, NOT INFERENCES OR GENERALIZATIONS.

d) AFTER HAVING THE STUDENTS LIST THE FACTS IN QUESTION 1 OF THEIR NOTEBOOKS, LEAD THEM TO SPECULATE AS TO WHY THE INFORMATION WAS COPIED DOWN INCORRECTLY. (REFER TO THE FORMS WHICH OFFICERS HAVE TO FILL OUT.)

3.

a) BEFORE COMPLETING QUESTION 2 IN THE STUDENT NOTEBOOK, USE THE FOLLOWING SENTENCE PATTERNS IN A CHAIN DRILL:

HOW WOULD EACH PERSON INVOLVED FEEL? WHY WOULD S/HE FEEL THIS WAY?

_____ WOULD FEEL _____ BECAUSE _____.

THE TEACHER FIRST MODELS THE ABOVE SENTENCE PATTERN AND THEN EACH STUDENT TAKES A TURN. FOR EXAMPLE:

TEACHER: HOW WOULD YOUR MOTHER FEEL? WHY WOULD SHE FEEL THIS WAY?

TEACHER: MY MOTHER WOULD FEEL ANGRY BECAUSE THE POLICE OFFICER WAS CARELESS.

TEACHER: HOW WOULD YOUR MOTHER FEEL? WHY WOULD SHE FEEL THIS WAY?

FIRST STUDENT: MY MOTHER WOULD FEEL DISAPPOINTED BECAUSE THE DRUNK GOT AWAY WITH DAMAGING HER CAR.

FIRST STUDENT: HOW WOULD _____ FEEL? WHY WOULD ___ FEEL THIS WAY?

SECOND STUDENT: _____ WOULD FEEL _____ BECAUSE _____.

CONTINUE UNTIL ALL STUDENTS HAVE HAD AT LEAST ONE TURN AND UNTIL ALL PEOPLE INVOLVED IN THE INCIDENT HAVE BEEN DISCUSSED. PROVIDE STUDENTS WITH A LIST OF FEELINGS WORDS SUCH AS THOSE ON PAGE 4-39.

b) COMPLETE QUESTION 2 a), b) AND c) IN THE STUDENT NOTEBOOK INDEPENDENTLY.

4. DIVIDE STUDENTS INTO GROUPS OF THREE AND HAVE THEM DISCUSS AND ANSWER QUESTION 3 IN THE STUDENT NOTEBOOK. HAVE EACH GROUP SHARE ITS ANSWERS WITH THE CLASS.

***NOTE:** IT IS IMPORTANT TO HAVE A POLICE OFFICER OR SPECIAL CONSTABLE IN CLASS TO ASSIST IN THIS LESSON. S/HE CAN GIVE INPUT AS TO THE IMPLICATIONS TO SOCIETY WHEN MISTAKES ARE MADE IN LAW ENFORCEMENT. S/HE CAN ALSO ELABORATE ON THE ASPECTS OF LAW ENFORCEMENT WHICH DEAL WITH THE LAYING OF CHARGES, PROSECUTING AND OTHER PROCEDURES RELATED TO THE COURTS.*

5.

a) DISCUSS LAW ENFORCEMENT PROCEDURES WITH STUDENTS. FOR THIS SECTION, THE STUDENTS MAY BE ENCOURAGED TO CREATE QUESTIONS SUCH AS THE FOLLOWING TO ASK THE VISITOR. (SEE PAGE 13 OF THE TEACHER'S GUIDE FOR IDEAS FOR ARRANGING FOR SPEAKERS.)

-WHEN DOES AN OFFICER LAY A CHARGE?
-WHAT MUST HE/SHE DO BEFORE A CHARGE IS LAID?
-WHAT PROCESS DOES THE INVESTIGATING OFFICER GO THROUGH WHEN A CHARGE IS BEING LAID?
-WHAT HAPPENS TO THE PERSON CHARGED, ONCE THE CHARGE IS LAID?
-IF THAT PERSON IS WRONGFULLY CHARGED, WHAT CAN HE/SHE DO?
-ARE MISTAKES OF WRONGFUL CHARGES FREQUENTLY MADE?
-WHAT HAPPENS WHEN IT IS DISCOVERED THAT A PERSON HAS BEEN WRONGFULLY CHARGED?
-WHAT MAY CAUSE A LAW ENFORCER TO MAKE A MISTAKE IN CHARGING A SUSPECT?
-WHAT ARE SOME OF THE PROBLEMS CAUSED WHEN SUCH MISTAKES ARE MADE?
-HOW CAN WE AS STUDENTS HELP LAW ENFORCERS TO AVOID MISTAKES?
-WHY SHOULD THE INDIVIDUAL BE CONCERNED WHEN A LAW ENFORCER MAKES A MISTAKE IN THEIR COMMUNITY?
-WHAT COULD THE INDIVIDUAL DO IN SUCH A CASE?
-WOULD THE ACTION TAKEN HAVE A POSITIVE OR NEGATIVE VALUE ON LAW ENFORCEMENT IN THE COMMUNITY?

LAW ENFORCEMENT PROCEDURE

A PERSON MUST APPEAR IN COURT ON THE CORRECT DAY AND LOSE A DAY'S PAY FOR THE TIME MISSED FROM HIS/HER JOB. A CHARGED PERSON LOSES PAY WITH NO COMPENSATION EVEN IF HE/SHE IS ACQUITTED. A WITNESS LOSES PAY, BUT MAY GET A SMALL COMPENSATION FROM THE COURT FOR APPEARING.

COURT DATES CAN BE POSTPONED IN WHICH CASE WITNESSES AND POLICE OFFICERS WOULD HAVE TO RETURN.

POLICE OFFICERS ARE USUALLY CALLED TO APPEAR IN COURT AS A WITNESS WHEN A PERSON THEY CHARGED IS IN COURT.

ERRORS IN ACCIDENT REPORTS WHICH COULD MAKE CONVICTION DIFFICULT, USUALLY RESULT IN CASES NOT BEING TRIED, AND THE RELEASE OF THE PERSON CHARGED.

NORMAL PROCEDURE

-CRIME COMMITTED
-POLICE INVESTIGATION
-ARREST AND CHARGE LAID
-RELEASE AFTER SIGNING "PROMISE TO APPEAR", OR KEPT IN CUSTODY, OR JAIL
-POLICE MAKES OUT DETAILED REPORT
-FIRST COURT DATE -WITH LAWYER TO SET TRIAL DATE
-IF IN CUSTODY-BAIL HEARING AND SETTING OF TRIAL DATE
-TRIAL DATE WITH JUDGE, OR JUDGE AND JURY

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

5.(CONT'D)

b) PRESENT THE CHART ON PAGE 12 IN THE STUDENT NOTEBOOK ON THE BLACKBOARD OR ON AN OVERHEAD. LEAD A CLASS DISCUSSION CONCERNING THE FOLLOWING SITUATIONS, MAKING SURE THAT EACH HEADING ON THE CHART IS CONSIDERED.

IN DISCUSSING EACH SITUATION USE THE SENTENCE PATTERNS:

WHEN A POLICE OFFICER MAKES A MISTAKE WHY IS IT IMPORTANT FOR A PERSON TO BE CONCERNED?

IT IS IMPORTANT FOR A PERSON TO BE CONCERNED BECAUSE _____.

WHAT ACTION COULD A PERSON TAKE?

A PERSON COULD _____.

SITUATION 1

OFFICER FAILS TO SHOW IN COURT CONCERNING A CHARGE HE HAS LAID.

POSSIBLE REASON FOR MISTAKE:

OFFICER WORKED SEVERAL HOURS OVERTIME ON A SERIOUS INVESTIGATION THE NIGHT BEFORE AND SLEPT IN.

CONSEQUENCES FOR:

a) POLICE OFFICER:

-OFFICER IS CHARGED WITH NEGLECT OF DUTY AND FACES POSSIBLE LOSS OF WAGES.
-OFFICER HAS PERSONAL FEELINGS OF ANGER AND FRUSTRATION.

b) CITIZEN INVOLVED:

-EITHER CHARGES ARE DISMISSED OR COURT DATE IS POSTPONED THUS CAUSING FURTHER LOSS OF WAGES/TIME FOR ANOTHER COURT APPEARANCE.

c) CARRYING OUT THE LAW:

-PROCESS OF LAW IS DELAYED AND COST OF PROSECUTION IS INCREASED BECAUSE OF UNNECESSARY REMAND.
-JUSTICE MAY NOT BE CARRIED OUT.

d) IMAGE OF POLICE:

-COURTS AND CITIZENS VIEW AS INEFFICIENT.

5.
b) (CONT'D)

SITUATION 2

A SPECIAL CONSTABLE DRIVING AN R.C.M.P. TRUCK CAUSES AN ACCIDENT INVOLVING ANOTHER CAR.

POSSIBLE REASON FOR MISTAKES:

SPECIAL CONSTABLE'S CONCENTRATION DISRUPTED BY A FIGHT OCCURRING ON THE STREET.

CONSEQUENCES FOR:

a) SPECIAL CONSTABLE:

-CHARGED FOR EITHER FOLLOWING TOO CLOSE OR FOR CARELESS DRIVING.
-FINED.
-MUST PAY PART OF TRUCK REPAIR.
-FACES DISCIPLINARY ACTION - LOSS OF WAGES OR DAYS OFF WITHOUT PAY.
-MIGHT HAVE A PERSONAL CONFLICT.
-MAY FEEL THAT HE WAS DOING HIS DUTY OBSERVING THE FIGHT EVEN THOUGH HE CAUSED THE ACCIDENT.

b) CITIZENS INVOLVED:

-PERSONAL INJURIES (DISABILITY PENSION, LOSS OF JOB).
-PROPERTY DAMAGE.
-INCONVENIENCE BECAUSE OF TIME INVOLVED.
-EXPENSE BECAUSE OF PROPERTY DAMAGE.
-REPAIR OF CAR COMES OUT OF TAXPAYER'S POCKET.
-TAXPAYERS HAVE TO PAY FOR COMPENSATION FOR PERSONAL INJURIES.

c) CARRYING OUT THE LAW:

- ACCIDENT CAUSES LOSS OF POLICE PROTECTION FOR AREA.

d) IMAGE OF POLICE:

- POLICE VIEWED BY PUBLIC AS CARELESS.

APPLICATION

1. AFTER ORAL DISCUSSION OF THE CHART ON PAGE 12 OF THE STUDENT NOTEBOOK (CD/LE/LP QUESTION 5 b), HAVE STUDENTS FORM SMALL GROUPS AND COMPLETE THE CHART FOR ONE OF THE FOLLOWING SITUATIONS:

SITUATION 3

A WOMAN UNDER GREAT STRESS PHONES THE POLICE CONCERNING HER HUSBAND THREATENING HER WITH ASSAULT. AN OFFICER TAKES DOWN THE INFORMATION, DOUBLE CHECKS IT FOR ACCURACY AND RELAYS THE INFORMATION TO AN INVESTIGATING OFFICER. THE INVESTIGATING OFFICER MISINTERPRETS THE INFORMATION AND RECORDS IT INCORRECTLY. AS A RESULT, HE GOES TO THE WRONG ADDRESS. BY THE TIME THE ERROR IS CORRECTED, THE MAN HAS BEATEN HIS WIFE.

POSSIBLE REASON FOR MISTAKE:

-OFFICER PREOCCUPIED BY OTHER THOUGHTS.
-OFFICER TAKES CALL WHILE DISCUSSING ANOTHER SITUATION WITH ANOTHER CITIZEN.
-THE INVESTIGATING OFFICER'S RELAY OF THE INFORMATION WAS NOT CLEAR.

CONSEQUENCES FOR:

a) POLICE OFFICER:

-FELLOW OFFICERS CRITICAL OF OFFICER'S MISTAKE.
-INVESTIGATING OFFICER HAS FEELINGS OF GUILT.
-IF INJURIES OCCURRED TO THE WOMAN OR MAN, THE OFFICER COULD FACE A VERBAL REPRIMAND OR DEPENDING ON NATURE OF INJURIES AND PUBLIC REACTION, THE OFFICER MIGHT BEINTERNALLY CHARGED.

b) CITIZENS INVOLVED:

-WOMAN FILES A COMPLAINT WITH POLICE DEPARTMENT FOR LACK OF ACTION ON HER CALL.
-WOMAN SUSTAINS SEVERE INJURIES.
-SINCE ASSAULT WAS ALLOWED TO CONTINUE, MAN COULD FACE MORE SERIOUS CHARGES.
-WOMAN BELIEVES POLICE TO BE UNRELIABLE.

c) CARRYING OUT THE LAW:

-DELAY IN CARRYING OUT THE LAW.
-MORE SEVERE CHARGES RESULT BECAUSE OF DELAY.
-POSSIBLE JAIL SENTENCING RESULTS.

d) IMAGE OF POLICE:

-WOMAN AND FRIENDS VIEW POLICE AS INEFFICIENT.
-POLICE ARE NEVER THERE WHEN YOU NEED THEM.

APPLICATION (CONT'D)

1. (CONT'D)

SITUATION 4

REPEATEDLY, AN OFFICER RECEIVES CALLS COMPLAINING OF RACING SKIDOOS DISTURBING A NEIGHBOURHOOD. EACH TIME AN OFFICER IS SENT THERE, NO OFFENDERS ARE AROUND. THE LAST TIME A COMPLAINT WAS RECEIVED, THE OFFICER DELAYED SENDING AN OFFICER BASED ON HIS PAST EXPERIENCE. AN HOUR LATER THE OFFICER RECEIVED A PHONE CALL CONCERNING A SKIDOO ACCIDENT AND PROPERTY DAMAGE CAUSED BY SKIDOOS RACING IN THE NEIGHBOURHOOD.

POSSIBLE REASON FOR MISTAKE:

OFFICER BELIEVED CALL NOT TO BE VALID BASED ON PAST CALLS AND INFORMATION GIVEN BY OTHER OFFICERS.

CONSEQUENCES FOR:

a) POLICE OFFICERS

-OFFICER COULD FACE INTERNAL CHARGES FOR NEGLECT OF DUTY.

b) CITIZENS INVOLVED:

-NEIGHBOURS COMPLAIN THAT ACCIDENT COULD HAVE BEEN AVOIDED.
-PROPERTY DAMAGE.

c) CARRYING OUT THE LAW:

-NOT RESPONDING TO COMPLAINT ALLOWED LAWS TO BE BROKEN.

d) IMAGE OF POLICE:

-NEIGHBOURS VIEW POLICE DEPARTMENT AS UNRELIABLE AND FEEL THAT TRAFFIC COMPLAINTS HAVE LOW PRIORITY WITH POLICE.

---

2. TO FURTHER HELP STUDENTS EMPATHIZE WITH LAW ENFORCERS, HAVE THEM CREATE CHARTS OR POSTERS WITH THE MESSAGE: "LAW ENFORCERS ARE HUMAN TOO. THEY MAKE MISTAKES." ENCOURAGE THEM TO USE A VARIETY OF MEDIA - CRAYONS, CHALK, TEMPERA, COLLAGE, PRINT AND SO ON TO CREATE A COLOURFUL BACKGROUND AGAINST WHICH THEY PRESENT THEIR MESSAGES IN BOLD LETTERS. POSTERS MAY BE DISPLAYED AROUND THE SCHOOL AND IN VARIOUS LOCATIONS OF THE COMMUNITY.

APPLICATION (CONT'D)

3. IF POSSIBLE, SOME STUDENTS MIGHT UNDERTAKE A SURVEY TO DISCOVER HOW FREQUENT LAW ENFORCEMENT-RELATED MISTAKES ARE IN THE COMMUNITY. THEY MAY DEVISE A QUESTIONNAIRE IN THE FORM OF A LETTER AND, USING THE PROPER CHANNELS, INVITE LAW ENFORCERS IN THE COMMUNITY TO PARTICIPATE. THE RESULTS, WHEN TABULATED, COULD BE SHARED WITH THE LAW ENFORCERS.

EVALUATION

1. OBSERVE THROUGH PARTICIPATION IN CLASSROOM AND GROUP DISCUSSION, WHETHER STUDENTS:
   - -UNDERSTAND THAT POLICE OFFICERS, LIKE ALL PEOPLE, SOMETIMES MAKE MISTAKES.
   - -UNDERSTAND THAT IT IS IMPORTANT FOR CITIZENS TO BE CONCERNED WHEN A POLICE OFFICER MAKES A MISTAKE.
   - -ARE BEGINNING TO DEVELOP A POSITIVE ATTITUDE TOWARD LAW ENFORCEMENT.

2. ASK THE POLICE OFFICER OR SPECIAL CONSTABLE FOR HIS PERCEPTION OF THE CLASS IN RELATION TO THE OBJECTIVES.

3. PREPARE A BLANK CHART SIMILAR TO THE ONE ON PAGE 12 IN THE STUDENT NOTEBOOK. HAVE THE STUDENTS INDIVIDUALLY CREATE THEIR OWN SITUATION AND FILL OUT THE CHART. COLLECT THE CHARTS AND DETERMINE TO WHAT DEGREE EACH STUDENT HAS BEEN SUCCESSFUL IN MEETING THE LESSON OBJECTIVES.

4. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 6 SOMETIMES POLICE OFFICERS ARE FALSELY ACCUSED OF MAKING MISTAKES

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT SOMETIMES POLICE OFFICERS ARE FALSELY ACCUSED OF MAKING MISTAKES.
-BE ABLE TO EMPATHIZE WITH A POLICE OFFICER WHO IS WRONGLY ACCUSED OF MAKING A MISTAKE.
-DEVELOP AN APPRECIATION FOR THE DIFFICULT NATURE OF ENFORCING LAWS.
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

PRESS CHARGES	CONVINCED	ASSAULT	FALSELY
BRUTAL	ACCUSE	ACCUSED	CLAIMED

ENGLISH SENTENCE PATTERNS

WHAT DID THE OFFICER DO?

SHE/HE _____.

DID THE OFFICER DO WHAT S/HE SHOULD HAVE DONE AS A POLICE OFFICER?

YES, S/HE DID/NO S/HE DIDN'T BECAUSE _____.

IF YOU WERE THE POLICE OFFICER INVOLVED WHAT COULD YOU DO?

IF I WERE THE POLICE OFFICER INVOLVED I COULD _____.

RESOURCES

1) POLICE STUDENT NOTEBOOK - LESSON #6

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) READ THE FOLLOWING SITUATION AS THE STUDENTS LISTEN FOR THE IMPORTANT FACTS:

WHEN LENA WAS ON WORK EXPERIENCE AT THE COOP THE MANAGER ASKED HER IF SHE KNEW ANYTHING ABOUT THE EMPTY POP CANS HE HAD NOTICED STUFFED AT THE BACK OF THE SHELVES FROM TIME TO TIME. LENA HAD SEEN MARY SNEAKING A "FREE" POP ONCE BUT SHE DIDN'T WANT TO RAT ON HER. LENA WAS SHOCKED WHEN THE MANAGER ACCUSED HER OF TAKING THE POP, SAYING THAT MARY HAD REPORTED HER.

b) GUIDE THE STUDENTS INTO A DISCUSSION OF THE STORY USING QUESTIONS LIKE THE FOLLOWING:
- -WHO ARE THE ACTORS IN THIS STORY?
- -WHAT DO YOU THINK ABOUT MARY? THE MANAGER?
- -WITH WHOM DO YOU SYMPATHIZE IN THE STORY? WHY?
- -HOW WOULD LENA FEEL TOWARDS MARY?
- -WHY WOULD SHE FEEL THIS WAY?
- -HOW MIGHT SHE FEEL TOWARDS HERSELF? WHY?
- -WHY MIGHT MARY BEHAVE IN THIS WAY?
- -WHAT CAN LENA DO TO HELP CHANGE MARY'S BEHAVIOUR?

c) USE THE DISCUSSION GENERATED BY THE STORY TO GET THE STUDENTS TO RELATE INCIDENTS IN THEIR PERSONAL LIVES WHEN THEY WERE FALSELY ACCUSED OF DOING SOMETHING WRONG.

2.

a) PRESENT AND DISCUSS ONE OR MORE OF THE FOLLOWING SITUATIONS, USING THE ENGLISH SENTENCE PATTERNS FOR THIS LESSON:

TEACHER: WHAT DID THE OFFICER DO?

STUDENTS: HE ASKED ANNIE AND SUSAN QUESTIONS ABOUT THE BROKEN WINDOW.

TEACHER: DID THE OFFICER DO WHAT HE SHOULD HAVE DONE AS A POLICE OFFICER?

STUDENTS: YES S/HE DID/ NO S/HE DIDN'T BECAUSE _____.

SITUATION 1

ANNIE AND SUSAN WERE PLAYING CATCH WITH A BALL IN THE EMPTY SCHOOL PLAYGROUND. OFFICER REID, WHILE CHECKING THE SCHOOL DOORS, HEARD THE SOUND OF A WINDOW BREAKING. AS A RESULT, HE RAN AROUND TO THE OTHER SIDE OF THE SCHOOL AND SAW ANNIE AND SUSAN WALKING AWAY. HE HOLLERED TO THEM TO STOP. WHEN HE QUESTIONED THEM ABOUT BREAKING THE WINDOW THEY SAID THAT THEY HAD NOT AND THAT HE HAD MADE A MISTAKE. MEANWHILE, OFFICER REID SAW THAT THEY DIDN'T HAVE THEIR BALL.

SITUATION 2

BILL AND HIS FRIENDS PLAY ROAD HOCKEY IN THE MIDDLE OF THE STREET. EACH DAY, OFFICER LONG BREAKS UP THE GAME AND ASKS THE BOYS TO PLAY IN THE SCHOOL YARD CLAIMING IT IS UNSAFE TO PLAY IN THE STREET. THE BOYS BELIEVE THE STREET IS NOT UNSAFE FOR THEY GET OUT OF THE WAY WHENEVER A CAR COMES ALONG. THEY ACCUSE OFFICER LONG OF ENJOYING BREAKING UP THEIR GAME AND PUSHING THEM AROUND.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2.(CONT'D)

b) CONDUCT AN ACTIVITY WHERE THE TEACHER REPEATS ONE OF THE SITUATIONS BUT CHANGES THE KEY WORDS WITH SILLY WORDS. THE STUDENTS MUST LISTEN AND ORALLY CORRECT THE SILLY WORDS.

c) REFER TO THE PASSAGE AT THE TOP OF PAGE 13 IN THE STUDENT NOTEBOOK. LET THE STUDENTS READ IT SILENTLY THEN HAVE THEM WRITE THEIR ANSWERS TO QUESTION 1 a) IN THE STUDENT NOTEBOOK USING THE SENTENCE PATTERNS FROM CD/LE/LP 2a).

d) HAVE STUDENTS FORM SMALL GROUPS TO DISCUSS 1b) AND c) IN THE STUDENT NOTEBOOK. HAVE EACH GROUP THOROUGHLY EXPLORE THE REASONS WHY THE YOUNG MAN WOULD HAVE PRESSED CHARGES AGAINST SPECIAL CONSTABLE. ALSO DISCUSS THE CONSEQUENCES OF FALSE ACCUSATIONS. HAVE EACH GROUP REPORT TO THE CLASS.

e) HAVE STUDENTS COMPLETE 1 b) AND c) IN THE STUDENT NOTEBOOK INDEPENDENTLY.

3.

a) IN SMALL GROUPS HAVE STUDENTS CREATE A SITUATION WHERE A POLICE OFFICER COULD BE FALSELY ACCUSED OF DOING WRONG AND ROLE PLAY THE SITUATION FOR THE CLASS.

b) AS THE CLASS IDENTIFIES EACH SITUATION THE TEACHER RECORDS THEM ON CHART PAPER OR THE BLACKBOARD. DISCUSS EACH SITUATION USING THE SENTENCE PATTERN'S FROM CD/LE/LP 2a) AND THE SENTENCE PATTERN;

IF YOU WERE <u>THE POLICE OFFICER INVOLVED</u> WHAT COULD YOU DO?

IF I WERE _____, I COULD _____.

c) HAVE STUDENTS COMPLETE QUESTION 2 IN THE STUDENT NOTEBOOK INDEPENDENTLY USING THE RESPONSES RECORDED IN CD/LE/LP 3 b) AS A GUIDE.

APPLICATION

1. HAVE STUDENTS WRITE AN IMAGINARY ENDING FOR ONE OR MORE OF THE FOLLOWING SITUATIONS TO SHOW A POLICE OFFICER BEING FALSELY ACCUSED OF MAKING A MISTAKE. LEAD A DISCUSSION ON EACH SITUATION.

BARRY SPENT THE EVENING PLAYING CARDS AND DRINKING. BARRY LEFT THE CARD GAME IN A DRUNKEN CONDITION, BRAGGING THAT HE HAD WON FIVE HUNDRED DOLLARS. ON HIS WAY HOME HE WAS INVOLVED IN AN ACCIDENT AND AS A RESULT HE WAS ARRESTED FOR IMPAIRED DRIVING. BARRY SPENT THE NIGHT IN JAIL. THE FOLLOWING MORNING HE WAS RELEASED FROM JAIL AND HIS PERSONAL PROPERTY RETURNED TO HIM.

BARRY NOTICED

_____
_____
_____
_____

THE SCHOOL WAS LEFT UNLOCKED DURING THE NIGHT. THE UNLOCKED DOOR WAS DISCOVERED BY A SPECIAL CONSTABLE ON PATROL. THE SPECIAL CONSTABLE CALLED THE PRINCIPAL TO COME DOWN AND CHECK THE SCHOOL FOR THEFT.

THE PRINCIPAL NOTICED

_____
_____
_____
_____

OFFICER HALL WAS SPEEDING TO THE SCENE OF AN ACCIDENT WITH HIS SIREN BLASTING AWAY. AS HE DROVE THROUGH A INTERSECTION, HE HIT A CAR WITH NO LIGHTS ON.

THE DRIVER OF THE CAR CLAIMED

_____
_____
_____
_____

2. THE STUDENTS WILL OBVIOUSLY HAVE QUESTIONS RELATING TO THE FALSE ACCUSATION BY LAW ENFORCERS, OF INNOCENT CITIZENS. THIS TOPIC MAY BE PURSUED FURTHER WITH THE HELP OF A LAWYER OR POLICE OFFICER, WHERE , NO DOUBT, THE IDEA OF CIRCUMSTANTIAL EVIDENCE WOULD COME UP.

3. THE VIDEO, SHOPPING BAG LADY, CONTAINS AN INCIDENT OF FALSE ACCUSATION.

EVALUATION

1. PRESENT ONE OR BOTH OF THE FOLLOWING SITUATIONS TO THE STUDENTS AND OBSERVE THEIR ORAL RESPONSES IN RELATIONSHIP TO THE LESSON OBJECTIVES AS THEY IDENTIFY THE FOLLOWING:

   -THE PERSON WHO IS ACCUSING THE OFFICER
   -THE CHARGE THAT IS MADE AGAINST THE OFFICER
   -THE RESULT OF THE ACCUSATION
   -THE WAY THE STUDENTS FEEL TOWARDS THE ACCUSER
   -THE WAY THEY FEEL TOWARDS THE OFFICER
   -ANYTHING THE OFFICER MIGHT DO TO RESTORE HIS GOOD NAME

SITUATION 1

MR. TAGAK LOST A CAMERA DURING THE SPRING CARNIVAL. HE REPORTED THE LOSS TO THE POLICE DEPARTMENT AND TO HIS INSURANCE COMPANY. HE SAID THE CAMERA WAS WORTH $450 AND WAS VERY SPECIAL FOR IT WAS A BIRTHDAY GIFT FROM HIS WIFE. SEVERAL MONTHS LATER, AFTER RECEIVING THE MONEY FOR THE CAMERA, MR. TAGAK WAS CALLED BY THE POLICE DEPARTMENT AND INFORMED THAT HIS CAMERA WAS FOUND. WHEN HE WENT DOWN TO THE POLICE STATION TO CLAIM IT, HE SAID THAT THE POLICE HAD SWITCHED CAMERAS AND HAD GIVEN HIM A CHEAPER MODEL. THE POLICE HAD THE SERIAL NUMBER OF MR. TAGAK'S CAMERA FROM HIS INSURANCE COMPANY AND THEREFORE WERE CERTAIN THAT THE CAMERA BELONGED TO HIM.

SITUATION 2

MR. TOOLEY RETURNED TO HIS TRUCK AFTER SPENDING A GREAT DEAL OF TIME IN THE NURSING STATION. MR. TOOLEY WAS VERY UPSET, GOT INTO HIS TRUCK AND DROVE AWAY. HE FAILED TO NOTICE THE WARNING TICKET ON HIS WINDSHIELD, ASKING HIM TO FIX THE BUMPER OF HIS TRUCK. AS A RESULT THE TICKET BLEW AWAY. SEVERAL WEEKS LATER MR. TOOLEY RECEIVED A SUMMONS IN THE MAIL REQUESTING THAT HE PAY THE FINE OR APPEAR IN COURT FOR REFUSING TO UPGRADE HIS TRUCK. MR. TOOLEY WENT TO COURT AND CLAIMED HE HAD RECEIVED NO TICKET AND THAT THE OFFICER HAD MADE A MISTAKE.

2. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 7 SOMETIMES THE BEHAVIOUR OF ONE OR TWO POLICE OFFICERS HURTS THE REPUTATION OF OTHERS

OBJECTIVES

STUDENTS WILL:

-UNDERSTAND THAT SOMETIMES THE BEHAVIOUR OF ONE OR TWO POLICE OFFICERS HURTS THE REPUTATION OF OTHERS.
-BE ABLE TO DECIDE WHAT RESPONSIBLE ACTION INDIVIDUALS SHOULD TAKE WHEN FACED WITH INAPPROPRIATE POLICE BEHAVIOUR.
-BE ABLE TO EMPATHIZE WITH POLICE OFFICERS AS A GROUP WHEN ONE OR TWO POLICE OFFICERS ARE GUILTY OF WRONG DOING, BUT THE ENTIRE GROUP IS JUDGED AS BEING GUILTY.
-DEVELOP DECISION MAKING SKILLS WHICH WILL HELP THEM TO EVALUATE EACH SITUATION AND NOT MAKE BROAD GENERALIZATIONS BASED ON SPECIFIC SITUATIONS WHICH INVOLVE POLICE OFFICERS AND LAW ENFORCEMENT.
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

ROTTEN	REPUTATION	NEGATIVE
BEHAVIOUR	BELIEVE	POSITIVE
RESPONSIBLE CITIZEN	INCIDENT	

ENGLISH SENTENCE PATTERNS

IF I HEARD SOMETHING ABOUT SOMEONE I WOULD _____ BECAUSE _____.

WHAT ARE THE FACTS IN THIS SITUATION?

ONE OF THE FACTS IN THIS SITUATION IS THAT _____.

I WOULD FEEL THAT POLICE OFFICERS _____ BECAUSE _____.

RESOURCES

1) POLICE STUDENT NOTEBOOK - LESSON #7

2) ONE ROTTEN APPLE SITUATIONS

3) VIDEO - SHOPPING BAG LADY

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) IN CONCRETE OR PICTURE FORM PRESENT A BASKET OF APPLES IN WHICH SOME ARE SPOILED. QUESTION THE STUDENTS AS TO WHETHER THEY WOULD BUY THIS BASKET OF APPLES. DISCUSS THE REASONS WHY OR WHY NOT.

WOULD YOU BUY THE BASKET?

I WOULD/ WOULDN'T BUY THE BASKET BECAUSE _____.

b) REMOVE THE SPOILED APPLES AND AGAIN QUESTION STUDENTS AS TO WHETHER THEY WOULD BUY THE BASKET OF APPLES. DISCUSS REASONS WHY OR WHY NOT. IF NOT PUT FORTH BY STUDENTS, PRESENT THE ARGUMENT THAT THERE MAY OR MAY NOT BE MORE BAD APPLES IN BASKET, AND THUS DEVELOP CONCEPT OF REPUTATION. (i.e. YOU MAY FEEL THERE ARE MORE BAD APPLES EVEN IF THERE ARE NOT.) HAVE STUDENTS CONCLUDE HOW THE SPOILED APPLES AFFECTED THE REPUTATION OF THE REST OF THE APPLES IN THE BASKET. ANOTHER EXAMPLE WOULD BE THE TAINTED TUNA AFFAIR OR THE CHILEAN FRUIT SCARE WITH WHICH YOUR STUDENTS MIGHT BE FAMILIAR.

c) IF STUDENTS HAVE NOT HEARD IT BEFORE INTRODUCE THE EXPRESSION "ONE BAD APPLE SPOILS THE BARREL."

d) QUESTION STUDENTS AS TO HOW PEOPLE DEVELOP A REPUTATION.

e) TO REINFORCE THE CONCEPT OF REPUTATION IN THE WORK PLACE, PRESENT THE FOLLOWING EXAMPLES FOR SMALL GROUP DISCUSSION. HAVE STUDENTS RESPOND USING THE SENTENCE PATTERN "IF I HEARD _____ I WOULD/WOULD NOT _____ BECAUSE _____.

IF YOU HEARD THAT:

-ONE STUDENT ON AN EXCHANGE TRIP STAYED WITH A FAMILY THAT WAS RACIST AND MEAN TO HER, WOULD YOU WANT TO GO ON AN EXCHANGE TRIP? WHY? WHY NOT?
-ONE DOCTOR PERFORMED AN OPERATION WHICH CRIPPLED A PERSON, WOULD YOU WANT TO BE TREATED IN THAT HOSPITAL? WHY? WHY NOT?
-ONE TEACHER IN A LARGE SCHOOL WAS VERY KIND AND HELPFUL, WOULD YOU WANT TO GO TO THAT SCHOOL? WHY? WHY NOT?
-ONE WAITRESS AT THE CAFE SPILLED A MEAL ON A CUSTOMER, WOULD YOU GO TO THAT CAFE? WHY? WHY NOT?
-ONE DENTIST WHO CAME TO YOUR COMMUNITY WAS VERY GENTLE AND PAINLESS, WOULD YOU WANT TO GO TO THE DENTIST, EVEN IF IT IS ANOTHER DENTIST WHO CAME TO YOUR COMMUNITY? WHY? WHY NOT?
-ONE POLICEMAN HAD BEEN MEAN AND ROUGH WITH A CHILD RIDING HIS BIKE IMPROPERLY ON THE STREET, WOULD YOU WANT TO GO TO THE POLICE OFFICE TO ASK FOR HELP ON YOUR SURVEY? WHY? WHY NOT?

f) FUTHER EXPAND THE CONCEPT OF REPUTATION BY DISCUSSING AND LISTING BEHAVIOURS THAT WOULD NEGATIVELY AND POSITIVELY AFFECT THE REPUTATION OF A CLASSROOM AND NEIGHBOURHOOD.

g) IN SMALL GROUPS, HAVE STUDENTS SUMMARIZE THEIR FEELINGS BY RESPONDING TO THE FOLLOWING QUESTIONS:

-COULD ONE OR TWO "BAD" INDIVIDUALS RUIN THE GOOD REPUTATION OF A GROUP? WHY?
-WOULD ONE OR TWO "DECENT" INDIVIDUALS CHANGE THE "BAD" REPUTATION OF A GROUP? WHY?

NOTE: THESE QUESTIONS ARE ATTEMPTING TO DEVELOP THE NOTION THAT NEGATIVE BEHAVIOURS ARE MORE NOTICED THAN POSITIVE ONES.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2.

a) REFER THE STUDENTS TO THE SITUATION ON PAGE 15 IN THE STUDENT NOTEBOOK. HAVE THE STUDENTS READ SILENTLY THEN GUIDE THEM AS THEY IDENTIFY AND TALK ABOUT THE FACTS USING THE SAME SENTENCE PATTERNS AS IN LESSON 5:

WHAT ARE THE FACTS IN THIS SITUATION?
ONE OF THE FACTS IN THIS SITUATION IS THAT _____.

-THERE ARE TWO OFFICERS
-THEY SEARCHED FOR STOLEN PROPERTY
-THE HOUSE RESIDENT SPOKE TO REPORTER
-S/HE CLAIMED S/HE WAS THE WRONG PERSON
-THE POLICE CONTINUED TO TREAT HIM/HER AS GUILTY

MAKE SURE THE STUDENTS ARE CLEAR AS TO WHAT THE FACTS ARE. RECORD THE FACTS.

b) CONDUCT AN ACTIVITY WHERE THE TEACHER MAKES STATEMENTS REGARDING THE SITUATION, DELIBERATELY CONTAINING INAPPROPRIATE WORDS. THE STUDENTS SUPPLY THE CORRECT STATEMENT.

FOR EXAMPLE:

TEACHER: TWO OFFICIALS WENT INTO THE HOUSE.

STUDENTS: TWO OFFICERS WENT INTO THE HOUSE.

TEACHER: THE OFFICERS SEARCHED FOR STOLEN PROSPECTS.

STUDENTS: THE OFFICERS SEARCHED FOR STOLEN PROPERTY.

c) HAVE STUDENTS WRITE THE FACTS IN QUESTION 1 IN THE STUDENT NOTEBOOK.

d) HAVE SMALL GROUPS OF STUDENTS DISCUSS QUESTION 2 a) IN THE STUDENT NOTEBOOK AND REPORT THEIR FINDINGS TO THE CLASS. THEN HAVE STUDENTS ANSWER 2 a) INDEPENDENTLY.

e) DISCUSS QUESTION 2 b) IN THE STUDENT NOTEBOOK AS A CLASS. THE TEACHER LISTS REPONSES GIVEN BY STUDENTS ON CHART PAPER OR THE BLACKBOARD AS FOLLOWS:

I WOULD FEEL THAT POLICE OFFICERS

ARE BULLIES BECAUSE THEY TREATED THE PERSON LIKE A CRIMINAL.

DON'T BELIEVE PEOPLE BECAUSE THEY IGNORED THE PERSON.

ETC. BECAUSE ETC.

f) HAVE STUDENTS COMPLETE QUESTION 2 b) IN THE STUDENT NOTEBOOK INDEPENDENTLY USING THE RESPONSES RECORDED IN CD/LE/LP 2 e) AS A GUIDE.

g) ENSURE THAT STUDENTS UNDERSTAND THE TERM "RESPONSIBLE CITIZEN" AND HAVE THEM COMPLETE QUESTION 2 c) IN THE STUDENT NOTEBOOK.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

3.

a) SCREEN THE VIDEO - SHOPPING BAG LADY AND LEAD THE STUDENTS INTO A DISCUSSION OF THEIR PERCEPTIONS OF THE BEHAVIOUR OF THE PEOPLE INVOLVED. LEAD THEM TO CONCLUDE THAT AN OBSERVER WHO HAS THE FACTS THAT THEY (THE STUDENTS) HAVE, MIGHT LOOK UPON THE ENTIRE GROUP OF PEOPLE AS CRUEL. YET IN A SENSE THEY ARE NOT ALL LIKE THAT.

b) THE GENERAL DISCUSSION OF THE FILM, COULD LEAD INTO A LOOK AT INDIVIDUALS AND THE EXPERIENCES THEY MIGHT HAVE HAD OF A SIMILAR NATURE. REFER THE STUDENTS TO QUESTION 3 IN THE STUDENT NOTEBOOK AND HAVE THEM NARRATE THEIR EXPERIENCES TO THE WHOLE CLASS OR SMALL GROUPS. IF THE FILM IS NOT USED, REFER STUDENTS TO QUESTION 3 IN THE STUDENT NOTEBOOK AFTER THEY DO THE SKITS,(I.E., AFTER CD/LE/LP 4 b).

4.

a) DUPLICATE AND THEN INDIVIDUALLY PASTE THE FOLLOWING "ONE ROTTEN APPLE SITUATIONS" ON FILE CARDS FOR GROUP STUDY.

SITUATION 1

YOUR DAD SUGGESTS THAT BECAUSE OF THEIR BEHAVIOUR, THERE ARE SOME STUDENTS IN YOUR CLASS WHO ARE NOT FIT TO BE YOUR FRIENDS. HE WANTS YOU TO MOVE TO ANOTHER CLASS.

SITUATION 2

YOU ARE IN THE COMPANY OF A GROUP OF TEENAGERS WHO ARE BEHAVING IN A ROWDY MANNER NEAR THE CO-OP. ONE OF YOUR NEIGHBOURS WHOM YOU RESPECT AND WHO IN TURN THINKS HIGHLY OF YOU, SEES YOU.

SITUATION 3

YOU AND YOUR FRIENDS ARE RIDING YOUR BIKES ON THE RAMP OF THE SCHOOL AND ARE TOLD NOT TO DO SO BY AN ELDER. ONE OF YOUR FRIENDS BEGINS TO TAUNT THE ELDER WHEN A TEACHER COMES ALONG. YOU ARE ALL GIVEN A LECTURE BY THE TEACHER.

SITUATION 4

A MEMBER OF A GROUP WITH WHICH YOU ASSOCIATE HAS BEEN ACCUSED OF DELIBERATELY SETTING FIRE TO AN OLD BUILDING WHERE YOU FREQUENTLY HANG OUT.

SITUATION 5

A COP STUDENT HAS STOLEN POP AND CHOCOLATE BARS FROM THE BAY WHILE ON WORK EXPERIENCE.

SITUATION 6

A CLERK IN THE STORE IS WELL KNOWN FOR HER RUDE MANNER TO CUSTOMERS - ESPECIALLY CHILDREN.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

4. (CONT'D)

b) DISTRIBUTE THE DISCUSSION CARDS TO GROUPS OF STUDENTS (4-5 STUDENTS PER GROUP) AND HAVE THEM STUDY THE SITUATIONS. ENCOURAGE THE GROUPS TO DEVELOP SKITS TO ILLUSTRATE THE SITUATIONS. AFTER 4-5 MINUTES, GIVE OPPORTUNITIES FOR GROUPS TO PRESENT THEIR SKITS. ENCOURAGE THEM TO EXPRESS HOW THEY FEEL THROUGH VOICE, MOVEMENTS AND FACIAL EXPRESSIONS.

c) LEAD THE CLASS INTO A DISCUSSION OF THE SITUATIONS. QUESTIONS LIKE THE FOLLOWING COULD HELP IN INITIATING AND DEVELOPING THE DISCUSSION:

-WHAT IS HAPPENING HERE?
-WHO ARE THE PARTICIPANTS?
-WHO MAKES A JUDGEMENT ON WHOM?
-WHAT FACTS DO THEY HAVE TO MAKE SUCH JUDGEMENTS?
-GIVEN THE BEHAVIOUR OF THE PARTICIPANT ON WHOM JUDGEMENT IS MADE, WHAT JUDGEMENT WOULD YOU MAKE ON THAT PERSON? WHY?
-HOW COULD THE PERSON'S REPUTATION BE DAMAGED BY THE JUDGEMENT MADE?
-HOW COULD HIS/HER ASSOCIATES' REPUTATIONS BE DAMAGED ALSO?
-HOW DO YOU THINK THE OTHER MEMBERS OF THE PERSON'S GROUP MAY FEEL TOWARDS THE PERSON? WHY?
-HOW MIGHT THE GUILTY PERSON FEEL? WHY?

d) HAVE ONE GROUP OF STUDENTS ASK THE QUESTIONS PERTAINING TO EACH SITUATION WHILE ANOTHER GROUP OF STUDENTS ANSWER IT.

FOR EACH SITUATION ASK A SUMMARY QUESTION SUCH AS:
FOR SITUATION 2:

QUESTION: IS YOUR NEIGHBOUR LIKELY TO JUDGE YOU BY THE ROWDY MANNER OF A GROUP OF TEENAGERS?

ANSWER: YES/NO, MY NEIGHBOUR IS/ISN'T LIKELY TO JUDGE ME BECAUSE _____.

e) AFTER THE DISCUSSION, HAVE THE STUDENTS SUGGEST A STATEMENT THAT COULD SUMMARIZE WHAT THEY DISCOVERED ABOUT HOW ONE INDIVIDUAL'S ACTIONS MAY INFUENCE THE WAY IN WHICH HIS/HER GROUP IS LOOKED UPON.

E.G., PEOPLE OFTEN JUDGE ALL MEMBERS OF A GROUP BY THE ACTIONS OF ONE OR TWO INDIVIDUALS.

NOTE: *SOME STUDENTS MAY POINT OUT THE FACT THAT THIS RULE MAY WORK IN THE OPPOSITE WAY. AN INDIVIDUAL'S ACTIONS MAY BE INTEGRATED AND THUS MAY ENHANCE THE GROUP'S IMAGE.*

APPLICATION

1. USING CLASSROOM OR SMALL GROUP DISCUSSION FOR ONE OR MORE OF THE FOLLOWING SITUATIONS, HAVE STUDENTS:

   -DECIDE WHAT NEGATIVE BEHAVIOUR WAS DISPLAYED BY THE POLICE OFFICER?
   -WHAT EFFECT THIS NEGATIVE BEHAVIOUR WOULD HAVE ON THE REPUTATION OF POLICE OFFICERS AS A GROUP OF PEOPLE?

SITUATION 1

ABOUT THREE MONTHS AGO, OFFICER DEKKER INVESTIGATED A BREAK AND ENTER AT RALPH'S GARAGE. RALPH APPRECIATED OFFICER DEKKER'S THOROUGH INVESTIGATION AND TOLD HIM THAT HE WOULD GIVE HIM A DISCOUNT ON ANY WORK HE MIGHT NEED TO HIS PERSONAL TRUCK. A SHORT TIME LATER, OFFICER DEKKER HAD HIS TRUCK REPAINTED AT RALPH'S GARAGE. UPON PICKING UP THE TRUCK, THE OFFICER TOLD RALPH HE DIDN'T HAVE THE MONEY TO PAY THAT DAY BUT WOULD BRING THE MONEY IN THE FOLLOWING DAY. TWO MONTHS HAVE PASSED AND RALPH HAS NOT RECEIVED THE MONEY OWED TO HIM.

AS A RESULT, WHEN OTHER POLICE OFFICERS COME TO HIM FOR REPAIRS TO THEIR VEHICLES, RALPH TELLS THEM THAT HE DOES NOT GIVE DISCOUNTS AND HE EXPECTS FULL PAYMENT FOR REPAIRS BEFORE HE WILL RELEASE THEIR VEHICLES TO THEM.

SITUATION 2

LAST NIGHT'S T.V. NEWS PROGRAM REPORTED ON A POLICE INVESTIGATION INTO AN OFFICER'S ILLEGAL USE OF NARCOTICS. APPARENTLY, THE OFFICER HAD BEEN EXPOSED TO UNLAWFUL DRUGS WHILE SERVING AS AN UNDERCOVER OFFICER. AN INVESTIGATION SHOWED THAT THE OFFICER WAS KEEPING SMALL PORTIONS OF VARIOUS DRUG SEIZURES FOR HIS OWN USE. ALTHOUGH ONLY ONE OFFICER WAS INVOLVED, THE T.V. ANNOUNCER WENT ON TO SAY THAT THIS KIND OF THING HAS HAPPENED BEFORE AND UNLESS DRASTIC MEASURES ARE TAKEN BY THE PROPER AUTHORITIES, IT WILL CONTINUE TO OCCUR AND THE PUBLIC WILL LOSE FAITH IN THE POLICE DEPARTMENT.

APPLICATION(CONT'D)

2. HAVE STUDENTS LOOK THROUGH NEWSPAPERS TO LOCATE STORIES INVOLVING THE POLICE. LET THEM CLIP OUT THE NEWS ITEMS AND CLASSIFY THEM AS PRESENTING THE POLICE IN A POSITIVE OR NEGATIVE LIGHT. NEWS ITEMS MAY BE USED TO CREATE A BULLETIN BOARD DISPLAY.

3. HAVE THE STUDENTS PLAN AND WRITE A LETTER TO THE NEAREST PAPER IN WHICH THEY EXPRESS SUPPORT FOR LAW ENFORCERS IN GENERAL, REMINDING THE NEWSPAPER THAT THE ACTIONS OF ONE OR TWO "BAD APPLES" SHOULD NOT BE PRESENTED IN SUCH A WAY AS TO DISCREDIT THE GROUP AS A WHOLE.

EVALUATION

1. QUESTION 4 IN THE STUDENT NOTEBOOK IS IDEALLY SUITED TO EVALUATE THE STUDENTS' MOVEMENT TOWARDS THE DEVELOPMENT OF THE EMPATHY NECESSARY NOT TO JUDGE ALL LAW ENFORCERS ON THE MISTAKES OF ONE OR TWO. HAVE STUDENTS RECORD INDIVIDUAL RESPONSES AND OBSERVE STUDENT PROGRESS THROUGH CLASS DISCUSSION.

2. OBSERVE STUDENT ORAL AND WRITTEN RESPONSES TO DETERMINE WHETHER OBJECTIVES HAVE BEEN MET.

3. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 8 AS CITIZENS, WE MAY SOMETIMES HELP WITH LAW ENFORCEMENT

OBJECTIVES

STUDENTS WILL:

- UNDERSTAND THAT AS CITIZENS WE MAY SOMETIMES HELP WITH LAW ENFORCEMENT.
- BE ABLE TO MAKE DECISIONS CONCERNING POSITIVE CITIZEN ACTION BY DETERMINING APPROPRIATE ACTION TO BE TAKEN AND THEN APPLYING THE UNIVERSALIZATION TEST - "WHAT WOULD HAPPEN IF EVERYONE TOOK THE ACTION YOU SAY YOU SHOULD TAKE?"
- DEVELOP A POSITIVE ATTITUDE TOWARDS ASSISTING WHEN POSSIBLE IN THE ENFORCEMENT OF LAW.
- UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON.

ENGLISH VOCABULARY

WITNESS	ALTERNATIVE	KNOWLEDGE
DECISION	RESPONSIBLE	VICTIM

ENGLISH SENTENCE PATTERNS

WHAT COULD/SHOULD I DO AS A RESPONSIBLE CITIZEN?

AS A RESPONSIBLE CITIZEN, I COULD/SHOULD _____.

A RESPONSIBLE CITIZEN DOES/DOES NOT _____.

RESOURCES

1) POLICE STUDENT NOTEBOOK -LESSON #8

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) USING AN OVERHEAD TRANSPARENCY READ THE FOLLOWING SITUATION TO STUDENTS.

SITUATION: ILLEGAL DRUGS

YOU KNOW THAT A CERTAIN STUDENT IN YOUR SCHOOL IS SELLING DRUGS. SOME OF YOUR FRIENDS ARE BUYING THE DRUGS FROM HIM AND ARE STARTING TO HAVE DIFFICULTIES WITH THEIR SCHOOL WORK AND THE WAY IN WHICH THEY BEHAVE IN CLASS.

b) ASK STUDENTS TO BRAINSTORM WHAT ACTION THEY COULD TAKE. RECORD ALL RESPONSES ON THE BOARD;

I COULD -
TALK TO MY FRIENDS
TALK TO MY TEACHER
TALK TO THE PRINCIPAL
TRY TO GET THE STUDENT TO STOP
DO NOTHING

FOR EACH POSSIBLE COURSE OF ACTION HAVE STUDENTS EVALUATE THE CONSEQUENCES, SELECT THE ONE CONSIDERED MOST SUITABLE AND RESPOND USING THE SENTENCE PATTERN:

AS A RESPONSIBLE CITIZEN I COULD _____.

c) DIVIDE THE CLASS INTO FOUR GROUPS AND HAVE EACH GROUP REPEAT THE ABOVE EXERCISE FOR ONE OF THE FOLLOWING SITUATIONS.

SITUATION 1: THE PROTECTION RACKET

MEMBERS OF A GANG TELL YOU THAT YOU MUST GIVE THEM $10.00 A WEEK OR THEY WILL BEAT YOU UP.

SITUATION 2: VANDALISM

YOU LIVE ACROSS THE ROAD FROM YOUR SCHOOL. WHILE GETTING READY FOR BED YOU HAPPEN TO LOOK OUT YOUR WINDOW AND SEE SOME STUDENTS THROWING BEER BOTTLES AT SCHOOL WINDOWS. YOU KNOW WHO THE STUDENTS ARE.

SITUATION 3: BREAK AND ENTER AND THEFT

YOU AND YOR FRIEND MIKE WERE PLAYING AROUND A CONSTRUCTION SITE ON SUNDAY AFTERNOON. YOU BOTH DECIDED TO BREAK INTO A SHACK ON THE SITE. ONCE INSIDE MIKE NOTICED SOME SILVER COLOURED CAPSULES AND DECIDED TO TAKE SOME. WHILE LISTENING TO THE LOCAL RADIO STATION BROADCAST THAT EVENING, THE REPORTER MENTIONED THAT BLASTING CAPS WERE STOLEN FROM A CONSTRUCTION SITE. THE BLASTING CAPS WERE VERY DANGEROUS AND COULD EXPLODE IF HANDLED THE WRONG WAY.

SITUATION 4: LOST AND FOUND

WHILE SHOPPING ON A SATURDAY AFTERNOON, YOU FIND AN ENVELOPE CONTAINING $300.00. THE ENVELOPE HAS NO NAME ON IT OR ANY OTHER MEANS OF IDENTIFICATION.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

1.(CONT'D)
c) (CONT'D)

SITUATION 5: RABIES

SEVERAL KIDS IN YOUR NEIGHBOURHOOD HAVE BEEN BITTEN BY A DOG. THE RCMP, THE MEDICAL CENTRE AND THE WILDLIFE OFFICER ARE VERY CONCERNED FOR THEY FEAR THAT THE DOG DOING THE BITING MAY HAVE RABIES. FROM THE DESCRIPTION GIVEN, YOU REALIZE THAT YOUR DOG REX IS THE DOG THEY WANT.

SITUATION 6: SEARCH

SOME OF YOUR FRIENDS WENT SKIDOOING AND HAVE NOT RETURNED TO THE COMMUNITY. YOU KNOW WHERE THEY WENT AND THAT THEY PLANNED TO BE BACK EARLY IN THE AFTERNOON. IT IS GETTING LATE.

d) HAVE EACH GROUP REPORT THEIR DECISION TO THE REST OF THE CLASS USING THE SENTENCE PATTERN, "AS A RESPONSIBLE CITIZEN I COULD _____," AND GIVING REASONS WHY THEY FEEL THIS IS THE MOST APPROPRIATE COURSE OF ACTION.

2.
a) MAKE SENTENCE STRIPS AS SHOWN BELOW. DISPLAY THE TOP TWO STRIPS AS COLUMN HEADINGS.

A RESPONSIBLE CITIZEN DOES	*A RESPONSIBLE CITIZEN DOES NOT*
REMEMBER DETAILS OF THE SITUATION	*IGNORE THE SITUATION*
PHONES THE POLICE AND GIVES DETAILS	*TRY TO CATCH A SUSPECT THEMSELVES*
REMAINS AT THE SCENE UNTIL POLICE ARRIVE	*WITHOLD INFORMATION FROM THE POLICE*

DISPLAY EACH OF THE REMAINING STRIPS RANDOMLY AND ASK STUDENTS WHICH OF THE TWO TITLES THE STRIP BELONGS UNDER.

b) RANDOMLY DISTRIBUTE THE EIGHT STRIPS TO EIGHT STUDENTS. STUDENTS HAVE TO FORM INTO 2 GROUPS - DOES AND DOES NOT. WHEN GROUPS ARE FORMED STUDENTS WITHOUT STRIPS CHECK TO SEE THAT GROUPS ARE CORRECT AND THEY FORM SENTENCES.

E.G., A RESPONSIBLE CITIZEN DOES NOT TRY TO CATCH A SUSPECT THEMSELVES.

REDISPLAY THE SENTENCE STRIPS FOR STUDENT REFERENCE DURING CD/LE/LP 3.

3.
a) USING THE SAME 4 GROUPS AS IN CD/LE/LP 1c), HAVE 2 GROUPS DECIDE ON RESPONSIBLE ACTION FOR QUESTION 1 IN THE STUDENT NOTEBOOK AND 2 GROUPS DECIDE ON RESPONSIBLE ACTION FOR QUESTION 2.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE (CONT'D)

3.(CONT'D)

b) HAVE REPRESENTATIVES FROM EACH GROUP REPORT BACK TO THE WHOLE CLASS. DISCUSS DIFFERENCES IN RESPONSES FROM GROUPS DOING THE SAME QUESTION.

c) HAVE EACH STUDENT COMPLETE QUESTION 1 AND 2 IN THE STUDENT NOTEBOOK INDIVIDUALLY.

APPLICATION

1.
a) USING THE SAME 4 GROUPS AS IN CD/LE/LP 1c) HAVE STUDENTS MAKE UP A SITUATION OF THEIR OWN AND ROLE PLAY THE SITUATION FOR THE OTHER GROUPS SHOWING A COURSE OF ACTION THAT A RESPONSIBLE CITIZEN COULD TAKE.

b) HAVE STUDENTS COMPLETE QUESTION 3 IN THE STUDENT NOTEBOOK INDIVIDUALLY USING ONE OF THE SITUATIONS ROLE PLAYED IN APPLICATION ACTIVITY 1a).

2. HAVE THE STUDENTS CREATE BROCHURES IN WHICH THEY GIVE ADVICE AS TO HOW TO PROTECT OUR PROPERTY FROM THEFT. OTHER BROCHURES MAY BE MADE ON HOW TO PREVENT VANDALISM, HOW TO PROTECT OURSELVES FROM ASSAULT OR HOW TO HANDLE FIREARMS SAFELY.

3. ENCOURAGE THEM TO CREATE STORIES IN WHICH THEY ASSIST THE POLICE IN INVESTIGATING A CRIME.

4. HAVE STUDENTS PREPARE AND ADMINISTER A QUESTIONNAIRE TO DETERMINE HOW SAFE THEIR COMMUNITY IS. TEACHER INPUT ON PROPER INTERVIEW TECHNIQUES WILL BE NECESSARY.

EVALUATION

1. HAVE STUDENTS RESPOND TO QUESTION 4 IN THE STUDENT NOTEBOOK TO DETERMINE WHETHER THEY ARE DEVELOPING THE AWARENESS THAT AS CITIZENS, WE ARE ALL RESPONSIBLE FOR ENFORCING THE LAW.

2. OBSERVATION OF STUDENT DISCUSSION, DECISIONS MADE AND REASONS FOR DECISIONS SHOULD DEMONSTRATE WHETHER OBJECTIVES HAVE BEEN SUCCESSFULLY ACHIEVED.

3. UTILZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

LESSON 9 BEFORE THE RCMP CAME INTO THE COMMUNITY, ALL GROUPS OF PEOPLE MADE AND ENFORCED THEIR OWN LAWS.

OBJECTIVES

STUDENTS WILL:
-UNDERSTAND THAT BEFORE THE RCMP CAME INTO THE COMMUNITIES, ALL GROUPS OF PEOPLE MADE AND ENFORCED THEIR OWN LAWS
-UNDERSTAND THAT LAWS WERE NECESSARY THEN AS THEY ARE TODAY
-UNDERSTAND WHEN AND WHY THE RCMP CAME
-UNDERSTAND HOW THE TRADITIONAL WAY THE COMMUNITIES AND/OR GROUPS OF PEOPLE ENFORCED LAWS CHANGED WHEN THE RCMP CAME
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY

GUIDE OF CONDUCT	LEGENDS	CUSTOMS
LAW	RULES	ENFORCED
TRADITIONAL	ENFORCEMENT	

ENGLISH SENTENCE PATTERNS

WHAT RULES OR VALUES DO YOU FOLLOW WHEN YOU ARE WITH THE ELDERS?

WHEN I AM WITH THE ELDERS I _____.

RESOURCES

1) STUDENT NOTEBOOK - LESSON # 9

2) ELDERS, RCMP

3) BOOKS ON INUIT/DENE HISTORY AND LEGENDS REGARDING RULES AND LAWS, E.G., LIVING ARCTIC: HUNTERS OF THE CANADIAN NORTH, HUGH BRODY, PUB. DOUGLAS AND McINTYRE, 1987.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1.

a) BRAINSTORM ANSWERS TO QUESTION 1 OF THE STUDENT NOTEBOOK. HAVE THE STUDENTS THEN COMPLETE QUESTION 1 INDIVIDUALLY.

b) CONDUCT A CHAIN DRILL ACTIVITY WHERE THE TEACHER MODELS THE SENTENCE PATTERN AND THEN THE STUDENTS TAKE TURNS SAYING THE STATEMENT AND ADDING TO IT.

E.G.,

TEACHER - WHAT RULES OR VALUES DO YOU FOLLOW WHEN YOU ARE WITH THE ELDERS?

TEACHER - WHEN I AM WITH THE ELDERS I _____.

FIRST STUDENT - WHEN I AM WITH THE ELDERS I _____.

SECOND STUDENT - WHEN I AM WITH THE ELDERS I _____.

CONTINUE UNTIL ALL STUDENTS HAVE GIVEN AN ANSWER.

2.

a) RESEARCH AND RECORD SOME OF THE TRADITIONAL RULES/VALUES/LAWS FOR YOUR COMMUNITY.
-CONDUCT A SURVEY (STUDENTS WORK TOGETHER TO MAKE UP THE QUESTIONS)
OR
-INVITE ELDERS AND /OR PARENTS TO COME INTO THE CLASS. DISCUSS TRADITIONAL RULES/VALUES/LAWS. (SEE PAGE 13, IN THE TEACHER'S GUIDE- ARRANGING FOR GUEST SPEAKERS)

SOME QUESTIONS THAT COULD BE ASKED:
-WHAT VALUES AND RULES WERE THERE?
-WHAT LAWS WERE THERE?
-WHO MADE THEM?
-WHY WERE THEY MADE?
-HOW DID THE PEOPLE ENFORCE THE LAWS ?
-WERE THE LAWS EVER CHANGED AND HOW?
-ARE THERE LAWS THAT WERE USED THEN THAT ARE STILL BEING USED TODAY?

b) HAVE THE STUDENTS RECORD THE RESULTS AND DISPLAY.

3.

a) HAVE STUDENTS FORM SMALL GROUPS AND CHOOSE AN ELDER TO INTERVIEW. HAVING SET UP A TIME TO MEET, STUDENTS CAN TAPE RESPONSES TO THE FOLLOWING QUESTIONS:

WHO MADE AND ENFORCED LAWS BEFORE THE RCMP CAME INTO THE COMMUNITY?

HOW DID THIS CHANGE WHEN THE RCMP CAME INTO THE COMMUNITY?

HAVE EACH GROUP USE THEIR TAPE TO PREPARE A SUMMARY OF THE ELDER'S COMMENTS FOR THE REST OF THE CLASS.

b) HAVE STUDENTS ANSWER QUESTION 2 IN THE STUDENT NOTEBOOK IN THEIR GROUPS.

APPLICATION

1. HAVE STUDENTS ROLE PLAY A SITUATION WHERE A LAW IS ENFORCED IN TWO DIFFERENT SETTINGS; ONE BEFORE THE RCMP CAME AND ONE AFTER THE RCMP CAME. THE ELDERS COULD BE INVITED TO SEE THE ROLE PLAY.

2. HAVE STUDENTS RESEARCH HOW OTHER GROUPS AND/OR OTHER COMMUNITIES ENFORCED LAWS BEFORE A HIRED ENFORCER (EG.,THE RCMP) CAME INTO THE GROUP.

EVALUATION

1. LISTEN TO THE STUDENTS' RESPONSES AND READ THE RESPONSES TO QUESTION #2g.

2. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

AFTER WE FINISH THINKING ABOUT POLICE OFFICERS

OBJECTIVES

STUDENTS WILL:
-UNDERSTAND THE FEELINGS THAT THEY AND THEIR CLASSMATES HAVE FOR POLICE OFFICERS AFTER HAVING COMPLETED A UNIT ON POLICE OFFICERS
-BECOME AWARE OF HOW SUCCESSFUL THIS UNIT HAS BEEN FOR THEMSELVES, OTHER STUDENTS, THE TEACHER, THE POLICE OFFICER OR SPECIAL CONSTABLE AND OTHERS
-BE ABLE TO DISTINGUISH THEIR OWN FEELINGS FOR POLICE OFFICERS FROM THOSE OF THEIR CLASSMATES
-DEVELOP RESPECT FOR THEIR OWN POSITION AND THE POSITIONS OF OTHERS, WHILE NOT NECESSARILY AGREEING WITH THE POSITIONS OF OTHERS
-UNDERSTAND AND USE THE LANGUAGE RELATED TO THIS LESSON

ENGLISH VOCABULARY (REVIEW- FROM "BEFORE WE START")

POLICE OFFICER(S)
ANNOYING
COURTEOUS
SUSPICIOUS
RELIABLE
TRUSTWORTHY
LAW ENFORCER(S)
FEELINGS VOCABULARY

RESOURCES

1) POLICE STUDENT NOTEBOOK- LESSON "AFTER WE FINISH"

2) STUDENT PRE-TEST/POST-TEST, PAGE i-20

3) MURDER IN A COLD CLIMATE, SCOTT YOUNG, PUB. MacMILLAN, 1988.

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE

1. LEAD A GENERAL DISCUSSION CONCERNING STUDENT FEELINGS REGARDING THE SUCCESS OF THE POLICE UNIT AS IT RELATES TO:

   -HOW STUDENTS FEEL REGARDING POLICE OFFICERS
   -LESSONS USED
   -TRANSFERENCE OF LEARNED CONCEPTS
   -THE ROLE STUDENTS PLAYED IN THE IMPLEMENTATION OF THE UNIT
   -THE ROLE THE TEACHER AND POLICE OFFICER(S) AND OTHERS PLAYED IN THE IMPLEMENTATION OF THE UNIT

CONCEPT DEVELOPMENT/LANGUAGE EXPOSURE/LANGUAGE PRACTICE
(CONT'D)

2.

a) IN SMALL GROUPS ASK STUDENTS TO THINK OF WORDS TO DESCRIBE THEIR FEELINGS ABOUT POLICEMEN AND TO RECORD THEM IN THE FORMAT SHOWN:

IMPOSING
MACHO
RELIABLE
INQUISITIVE
CARING
HONEST

HAVE EACH GROUP SHARE THEIR RESPONSES WITH OTHERS. DISPLAY.

YOU MAY HAVE TO PROVIDE FEELINGS WORDS, SUCH AS THOSE LISTED IN LESSON 4, CD/LE/LP 1 f), PAGE 4-39 OR WORDS SUCH AS THOSE ON PAGE 22 OF THE STUDENT NOTEBOOK.

b) ASK STUDENTS TO COMPLETE THE POST-TEST GIVEN ON PAGE I-20 IN THE TEACHER'S GUIDE OR ON A THERMOFAXED DITTO.

c) HAVE STUDENTS COMPARE THEIR PRE-TEST RESULTS WITH THEIR POST-TEST RESULTS AND TO EXPLAIN THE SIMILARITIES AND/OR DIFFERENCES.

d) HAVE STUDENTS FORM SMALL GROUPS TO SHARE THEIR RESULTS.

e) PREPARE A GRAPH TO RECORD STUDENT FEELINGS REGARDING POLICE OFFICERS.

APPLICATION

1. WITH THE AID OF A POLICE OFFICER OR SPECIAL CONSTABLE, DISCUSS THE REQUIREMENTS NECESSARY FOR AN INDIVIDUAL TO BECOME A POLICE OFFICER OR SPECIAL CONSTABLE.

2. ORGANIZE A TRIP TO THE POLICE STATION AND/OR REGIONAL DETENTION CENTRE. HAVE STUDENTS OBSERVE LAW ENFORCERS IN ACTION.

3. HAVE GROUPS OF STUDENTS RESEARCH SUCH TOPICS AS;
   - "THE HISTORY OF LAW ENFORCERS"
   - "FAMOUS LAW ENFORCERS"
   - "CRIME PREVENTION AND DETECTION"
   - "WHAT LAW ENFORCERS DO"
   - "TYPES OF LAW ENFORCERS" AND
   - "TRAINING A LAW ENFORCER"

APPLICATION (CONT'D)

4. INVITE AN OFFICER TO DISCUSS AND DEMONSTRATE FINGERPRINTING AND OTHER IDENTIFICATION TECHNIQUES.

5. READ "MURDER IN A COLD CLIMATE" TO THE CLASS.

6. PLAY "WHAT IF ...? "STUDENTS BRAINSTORM ANSWERS TO THE QUESTION "WHAT IF THE R.C.M.P. SUDDENLY LEFT OUR COMMUNITY?"

EVALUATION

1. HAVE THE STUDENTS COMPLETE QUESTIONS 1 AND 2 IN THE STUDENT NOTEBOOK - LESSON "AFTER WE FINISH", OBSERVE STUDENT RESPONSES THROUGH CLASSROOM AND SMALL GROUP DISCUSSION AND COMPARE PRE-TEST AND POST-TEST GRAPHS, TO DETERMINE WHETHER THE UNIT HAS BEEN SUCCESSFUL.

2. UTILIZE THE UNIT EVALUATION CHECKLIST, PAGE 9.

CG

POLICE

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A STUDENT NOTEBOOK

1987

Northwest Territories Educati

POLICE

DEVELOPED BY STEVE BARRS AND CAROLA LANE, VALUES EDUCATION CONSULTANTS

THE HAMILTON BOARD OF EDUCATION

GRAPHICS BY THE HAMILTON-WENTWORTH REGIONAL POLICE

FOR THE ROTARY CLUB OF HAMILTON

OPERATION PREPARE:
A CITIZENSHIP PROGRAM FOR STUDENTS

REVISED AND AMENDED FOR USE SOLELY WITHIN THE EDUCATION SYSTEM OF THE NORTHWEST TERRITORIES. CERTAIN WORDS, OR SCENARIOS HAVE BEEN CHANGED FROM, OR ADDED TO THE ORIGINAL TO REFLECT THE DIFFERENCES IN THE LIFESTYLE AND ENVIRONMENT IN THE NWT. THE ORIGINAL LESSON ONE WAS DIVIDED INTO TWO LESSONS. LESSON SEVEN WAS OMITTED ON THE STRONG SUGGESTION OF YELLOWKNIFE RCMP, AND AN ENTIRE NEW LESSON WAS ADDED AT THE END. THE NUMBERS OF THE LESSONS WERE CHANGED ACCORDINGLY.

REVISION BY:
KATHLEEN E. PURCHASE
RESEARCH WRITER

LANGUAGE DEVELOPMENT EDITOR:
CATHY MCGREGOR

ORIGINAL GRAPHICS REPLACED WITH
APPROPRIATE NORTHERN ILLUSTRATIONS BY:
FRANCIS MERCREDI

EDITOR:
BARBARA HALL
PROGRAM SPECIALIST, ALTERNATIVE PROGRAMS

ALTERNATIVE SCHOOL PROGRAMS
DEPARTMENT OF EDUCATION
GOVERNMENT OF THE NWT
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THINKING ABOUT POLICE OFFICERS 1

1 CIRCLE THE WORDS WHICH YOU BELIEVE BEST DESCRIBE HOW POLICE OFFICERS ARE THOUGHT OF BY STUDENTS IN YOUR CLASS.

BRAVE	**MEAN**	**FRIENDLY**
KIND	**HONEST**	**TRUSTWORTHY**
SNEAKY	**LAZY**	**ANNOYING**
TOUGH	**RELIABLE**	**SUSPICIOUS**
HARD WORKERS	**HELPFUL**	**COURTEOUS**
HATED	**LOVED**	**NICE**

2 GIVE REASONS, WITH EXAMPLES, FOR YOUR SELECTION OF WORDS.

2 THERE IS A DIFFERENCE BETWEEN A LAW ENFORCER AND A LAW MAKER

LESSON ONE

1 WHAT IS A LAW MAKER?

A LAW MAKER IS

2 WHAT IS A LAW ENFORCER?

A LAW ENFORCER IS

3. IS THERE A DIFFERENCE BETWEEN A LAW ENFORCER AND A LAW MAKER?

YES ☐ NO ☐ NOT SURE ☐

REASONS:

LESSON TWO

LAW ENFORCEMENT IS NECESSARY 3

1 DO YOU BELIEVE THAT LAW ENFORCEMENT IS NECESSARY?
YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

2 FOR EACH OF THE FOLLOWING SITUATIONS, DECIDE WHETHER OR NOT POLICE OFFICERS OR OTHER LAW ENFORCERS ARE NEEDED.

SITUATION	DECISION*	REASONS
PEOPLE ARE MISSING FROM A HUNT	YES ☐ NO ☐ NOT SURE ☐	
YOU ARE AT THE GAME HALL WITH A FRIEND	YES ☐ NO ☐ NOT SURE ☐	
YOU SEE SOMEONE CLIMBING THROUGH A WINDOW OF THE CO-OP	YES ☐ NO ☐ NOT SURE ☐	
YOU SEE A FIRE STARTING IN A BUILDING	YES ☐ NO ☐ NOT SURE ☐	
YOU SEE A SKIDOO ACCIDENT	YES ☐ NO ☐ NOT SURE ☐	

* IS A LAW ENFORCER NEEDED?

4

SITUATION	DECISION*	REASONS
YOU SEE A MAN SHOPLIFTING IN THE CO-OP	YES ☐ NO ☐ NOT SURE ☐	
YOUR SKIDOO HAS BROKEN DOWN FAR FROM TOWN IN A SNOW STORM	YES ☐ NO ☐ NOT SURE ☐	
YOU SEE A MAN LYING BY THE SIDE OF THE ROAD	YES ☐ NO ☐ NOT SURE ☐	
YOU ARE WATCHING THE CANADA DAY PARADE/OR TREATY DAY EVENTS	YES ☐ NO ☐ NOT SURE ☐	
YOU ARE SITTING ON THE STEPS OF THE SCHOOL WAITING FOR A FRIEND	YES ☐ NO ☐ NOT SURE ☐	

3 MAKE UP TWO SITUATIONS WHICH SHOW THAT LAW ENFORCERS ARE NEEDED.

SITUATION ONE

SITUATION TWO

6 POLICE OFFICERS ARE LAW ENFORCERS HIRED FOR THE PROTECTION OF PEOPLE AND/OR PROPERTY

LESSON THREE

1 USE THE SPACES BELOW TO LIST AS MANY DIFFERENT KINDS OF POLICE OFFICERS AS YOU CAN.

	R.C.M.P.
BY-LAW OFFICERS	
	WILDLIFE OFFICER

2 DESCRIBE WHAT TYPES OF LAWS EACH KIND OF POLICE OFFICER WOULD ENFORCE.

BY-LAW OFFICER		
		WILDLIFE OFFICER
	R.C.M.P.	

3 DISCUSS THE FOLLOWING SITUATIONS:

WHAT MIGHT HAPPEN IF THERE WERE NO POLICE OFFICERS OR SPECIAL CONSTABLES TO ...

a HELP THE CANADA DAY PARADE OR TREATY DAYS?

b HELP CATCH PEOPLE WHO HURT OTHERS?

c PATROL THE AIRPORTS?

d WATCH FOR CHILDREN DRIVING THREE-WHEELERS?

e HELP STOP PEOPLE FROM SELLING DRUGS TO CHILDREN AND OTHER PEOPLE?

f BREAK UP FIGHTS?

g HELP CONTROL LIQUOR?

h HELP CONTROL THE HUNTING OF WILDLIFE?

i HELP STOP SHOPLIFTING?

j HELP PROTECT CHILDREN FROM ABUSE?

k ASSIST PEOPLE ON PROBATION?

l HELP PREVENT FIRES?

m HELP PROTECT OUR MOST IMPORTANT POLITICIANS, SUCH AS OUR PRIME MINISTER?

n HELP PREVENT HEALTH HAZARDS?

o PROTECT PEOPLE AND PROPERTY FROM LOOSE/OR RABID DOGS?

4 COMPLETE THE UNFINISHED SENTENCE:

A COMMUNITY WITHOUT POLICE OFFICERS WOULD BE ...

8 SOMETIMES LAW ENFORCERS ARE NOT LIKED AND ARE CALLED UNKIND NAMES

LESSON FOUR

1a IF YOU WERE A POLICE OFFICER, HOW WOULD YOU FEEL ABOUT BEING CALLED THESE NAMES?

WHY WOULD YOU FEEL THIS WAY?

b WHICH NAME WOULD BOTHER YOU THE MOST?

WHY?

c IF YOU WERE A POLICE OFFICER, WHAT SHOULD YOU DO IF SOMEONE CALLED YOU THIS NAME?

d WHAT MIGHT HAPPEN IF YOU DID THIS?

2 a THINK OF AS MANY REASONS AS YOU CAN WHY POLICE OFFICERS ARE NOT LIKED.

b WHAT SUGGESTIONS COULD YOU MAKE TO POLICE OFFICERS SO THAT THEY COULD IMPROVE THE WAY SOME PEOPLE FEEL ABOUT THEM?

c WHAT MIGHT HAPPEN IF POLICE OFFICERS TRIED TO FOLLOW EACH OF THESE SUGGESTIONS?

d USING A + OR - SIGN SHOW WHETHER EACH CONSEQUENCE IS GOOD OR BAD.

SUGGESTIONS	CONSEQUENCES	VALUE

e CIRCLE THE SUGGESTIONS WHICH WOULD BEST HELP POLICE OFFICERS IMPROVE THE WAY SOME PEOPLE FEEL ABOUT THEM.

10 POLICE OFFICERS ARE NOT PERFECT .... SOMETIMES THEY MAKE MISTAKES

LESSON FIVE

YOU AND YOUR MOTHER WERE STOPPED AT A STOP SIGN WHEN THE TRUCK BEHIND YOU RAMMED INTO YOUR CAR. YOUR MOTHER REALIZED THAT THE OTHER DRIVER WAS DRUNK. WHEN THE POLICE OFFICER ARRIVED HE TOOK STATEMENTS FROM BOTH DRIVERS AND AGREED WITH YOUR MOTHER THAT THE OTHER DRIVER APPEARED TO BE DRUNK. THE POLICE OFFICER GAVE THE DRIVER A BREATHALYZER TEST AND CHARGED HIM WITH IMPAIRED DRIVING. WHEN YOUR MOTHER WENT TO COURT TO APPEAR AS A CROWN WITNESS SHE FOUND OUT THAT THE POLICE OFFICER HAD COPIED DOWN THE WRONG LICENSE NUMBER OF THE TRUCK. THE CHARGE OF IMPAIRED DRIVING WAS DISMISSED.

1

WHAT ARE THE FACTS IN THIS SITUATION?

BEST COPY AVAILABLE

2	a WHEN THE CHARGE OF IMPAIRED DRIVING WAS DISMISSED HOW WOULD EACH PERSON FEEL?	b WHY WOULD EACH PERSON FEEL THE WAY THEY DO?	c SHOULD EACH PERSON FEEL THE WAY THEY DO?
YOUR MOTHER			YES ☐ NO ☐ NOT SURE ☐
THE POLICE OFFICER			YES ☐ NO ☐ NOT SURE ☐
THE IMPAIRED DRIVER			YES ☐ NO ☐ NOT SURE ☐
THE JUDGE			YES ☐ NO ☐ NOT SURE ☐
OTHER POLICE OFFICER			YES ☐ NO ☐ NOT SURE ☐
YOU			YES ☐ NO ☐ NOT SURE ☐
_____			YES ☐ NO ☐ NOT SURE ☐
_____			YES ☐ NO ☐ NOT SURE ☐

3 DO YOU BELIEVE THE COURT'S DECISION WAS FAIR? YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

12

	4 a WHEN A POLICE OFFICER MAKES A MISTAKE, WHY IS IT IMPORTANT THAT THE FOLLOWING PEOPLE BE CONCERNED?	b WHAT ACTION COULD EACH OF THESE PEOPLE TAKE?	c USING A + OR - SIGN SHOW WHETHER EACH ACTION IS GOOD OR BAD.
PARENTS			
POLICE OFFICERS			
POLITICIANS			
STORE OWNERS			
TEACHERS			
CHILDREN			
LAWYERS			
NURSES			
_____			
_____			

LESSON SIX

SOMETIMES POLICE OFFICERS ARE FALSELY ACCUSED OF MAKING MISTAKES

13

JOHN LAFFERTY, A SPECIAL CONSTABLE, TRIED TO BREAK UP A BRUTAL FIGHT BETWEEN TWO YOUNG MEN. THE ONE MAN WAS BADLY HURT DURING THE FIGHT. THE OTHER MAN CONVINCED HIM TO PRESS CHARGES AGAINST THE SPECIAL CONSTABLE ACCUSING THE SPECIAL CONSTABLE OF ASSAULTING HIM.

1 a DID JOHN LAFFERTY DO WHAT HE SHOULD HAVE AS A SPECIAL CONSTABLE?

YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

b WAS IT RIGHT FOR THE YOUNG MAN TO PRESS ASSAULT CHARGES AGAINST JOHN LAFFERTY?

YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

c WHEN THE CHARGES WERE LAID, HOW DO YOU THINK JOHN LAFFERTY FELT?

WHY?

1 4

2 a THINK OF OTHER SITUATIONS WHERE POLICE OFFICERS COULD BE FALSELY ACCUSED OF WRONG DOING.

b FOR EACH SITUATION PRETEND YOU ARE THE POLICE OFFICER INVOLVED. DISCUSS WHAT YOU COULD DO AND WHAT MIGHT HAPPEN IF YOU DID THIS.

LESSON SEVEN

SOMETIMES THE BEHAVIOUR OF ONE OR TWO POLICE OFFICERS HURTS THE REPUTATIONS OF OTHERS

TWO POLICE OFFICERS WITH A SEARCH WARRANT WENT INTO A HOUSE TO SEARCH FOR STOLEN PROPERTY. THE PERSON LIVING IN THE HOUSE TOLD A NEWSPAPER REPORTER THAT THE POLICE HAD GONE INTO THE WRONG HOUSE AND EVEN WHEN THEY FOUND NO STOLEN PROPERTY, THEY WOULD NOT STOP TREATING HIM LIKE A CRIMINAL.

1 WHAT ARE THE FACTS IN THIS SITUATION?

2 a DO YOU BELIEVE THE PERSON LIVING IN THE HOUSE TOLD THE NEWSPAPER REPORTER THE TRUTH? YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

b IF IT COULD BE SHOWN THAT THE PERSON LIVING IN THE HOUSE WAS TELLING THE TRUTH, HOW WOULD THE STORY MAKE YOU FEEL ABOUT THE POLICE OFFICERS?

WHY?

c DO YOU BELIEVE THE NEWSPAPER REPORTER WAS BEING A RESPONSIBLE CITIZEN IN REPORTING THIS INCIDENT TO THE PUBLIC YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

3 TELL ABOUT A TIME WHEN SOMEONE THOUGHT CERTAIN THINGS ABOUT YOUR WHOLE GROUP OR CLASS BECAUSE ONE OR TWO PEOPLE IN THE GROUP OR CLASS BEHAVED IN A CERTAIN WAY.

4 DO YOU BELIEVE IT WOULD BE FAIR FOR CITIZENS TO JUDGE ALL POLICE OFFICERS ON THE ACTIONS OF ONE OR TWO? YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

LESSON EIGHT

AS CITIZENS, WE MAY SOMETIMES HELP WITH LAW ENFORCEMENT

1

WHILE ON WORK EXPERIENCE YOU NOTICE TWO GIRLS HANGING AROUND THE JEWELLERY COUNTER AT THE STORE. LATER THAT DAY A JEWELLERY THEFT IS REPORTED AND POLICE ARE QUESTIONING STORE EMPLOYEES ABOUT WHAT THEY SAW.

a WHAT SHOULD YOU DO OR SAY?

b WHAT DO YOU THINK WOULD HAPPEN IF YOU DID THIS?

c WHAT WOULD HAPPEN IF EVERYONE DID THIS?

18

2

YOU ARE WALKING DOWN THE ROAD AND YOU SEE A TRUCK SMASH INTO THE BACK OF THE GARBAGE TRUCK. AN R.C.M.P. OFFICER COMES TO INVESTIGATE AND ASKS IF ANYONE SAW WHAT HAPPENED.

a WHAT SHOULD YOU DO OR SAY?

b WHAT DO YOU THINK WOULD HAPPEN IF YOU DID THIS?

c WHAT WOULD HAPPEN IF EVERYONE DID THIS?

3 MAKE UP A SITUATION AND ANSWER THE FOLLOWING QUESTIONS:

SITUATION

a WHAT SHOULD YOU DO OR SAY?

b WHAT DO YOU THINK WOULD HAPPEN IF YOU DID THIS?

c WHAT WOULD HAPPEN IF EVERYONE DID THIS?

4 SHOULD EVERYONE HELP IN ENFORCING LAWS?

YES ☐ NO ☐ NOT SURE ☐

GIVE REASONS

2 0 BEFORE THE RCMP CAME INTO THE COMMUNITY, ALL GROUPS OF PEOPLE MADE AND ENFORCED THEIR OWN LAWS

LESSON NINE

1 a THINK OF THE RULES OR VALUES YOU FOLLOW WHEN YOU ARE WITH THE ELDERS. LIST TWO OF THEM .

1.

2.

b THINK OF THE RULES OR VALUES YOUR PARENTS WERE EXPECTED TO FOLLOW WHEN THEY WERE YOUNGER.

LIST A RULE OR VALUE WHICH THEY HAD TO FOLLOW.

2 a TRADITIONALLY SMALL TRIBES OR GROUPS OF PEOPLE HAD LAWS.

RESEARCH AND RECORD SOME OF THE TRADITIONAL LAWS FOR YOUR COMMUNITY.

2 b WHO MADE THE LAWS AMONG YOUR TRIBE OR GROUP TRADITIONALLY?

c WHY WERE LAWS IMPORTANT THEN?

d HOW WERE THE LAWS ENFORCED THEN?

e WHAT LAWS HAVE CHANGED SINCE RCMP CAME?

f HOW?

g DO YOU THINK THE CHANGES HAVE BEEN GOOD CHANGES?

- ☐ YES
- ☐ NO
- ☐ NOT SURE

WHY?
WHY NOT?

22 THINKING ABOUT POLICE OFFICERS

1 CIRCLE THE WORDS WHICH YOU BELIEVE BEST DESCRIBE HOW POLICE OFFICERS ARE THOUGHT OF BY STUDENTS IN YOUR CLASS.

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